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ABSTRACT

This project sought to develop a model for integrating students with severe disabilities which would include a strong social interaction programming component. The first section of the teacher's manual describes processes the special education teacher and/or administrator can use for determining and implementing overall integration objectives. A format to assist in preparing different types of inservice activities for a variety of audiences is described. Three peer systems for classroom use are also described. Section II addresses specialized programming for increasing interaction skills. An assessment instrument to evaluate social interaction skills of students with severe handicaps is presented, and procedures for teaching interaction skills are defined. The last section addresses several integration issues encountered by parents of children with handicaps at home. The needs of siblings of children with handicaps are addressed, and a system is provided for parents to identify areas in the community in which their child could be included. Appendices follow each section with examples, blank forms, and resource information. (49 references) (PB)

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# DEVELOPING EFFECTIVE INTEGRATION BETWEEN STUDENTS WITH SEVERE HANDICAPS AND THEIR PEERS

## A TEACHERS' MANUAL

**Teaching Research Integration Project for Children and Youth with Severe Handicaps**

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**1984**

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## INTRODUCTION

The Teachers Manual for Developing Effective Integration Between Students with Severe Handicaps and Their Peers has been developed as a product of the Teaching Research Integration Project for Severely Handicapped Children and Youth. This three year project has been funded (1981-1984) through Special Education Programs, Department of Education, Washington, D.C. The focus of the project has been to develop an integration model with a strong social interaction programming component. The model is based upon a number of major perspectives that have been formulated from a review of the literature and preliminary project data. These perspectives include:

- Integration is a critical component of the student's educational and functional living skills program.
- Systematic planning must occur between the regular education staff, the administration, and the special education staff to assure that actual contact between students with handicaps and their peers does occur.
- Integration of students with severe handicaps and their peers must include more than physical proximity. If increased social interactions are to occur, integration must be an ongoing process that includes systematic programming.
- Integration should encompass a "shared environment" concept that includes a three-way process of:
  - regular education students being engaged in activities in the special education classroom;
  - students with handicaps being involved in activities typically engaged in by students without handicaps (art, music, home room, dances, assembly);
  - students with handicaps interacting with their peers in noneducational environments (hallways, cafeteria, bussing, community activities).
- The intent of integration should de-emphasize the importance of differences between individuals and build upon the commonalities of each individual.
- The special education staff need to become actively involved in regular education activities. In addition special education administrators or persons responsible for integration activities need to be available to provide technical assistance.
- The development of a communication system between students with handicaps and their peers is critical if increased levels of social interaction are to occur.
- There is a greater need for specialized programming to promote integration with those students exhibiting more severely handicapping conditions.

- Benefits of integration for regular education students can include new ways of communicating, accepting differences in others, and learning that persons with severe handicaps can communicate and be productive members of our society.

Integration affects parents, regular education teachers, students with handicaps, special education teachers, regular education students and school administrators. It also involves systematic planning and close monitoring. The objectives of integration should be: (1) positive changes in attitudes, knowledge and skills; (2) implementation of new skills; and (3) positive changes in student skills. These types of objectives and the components of the Teaching Research Integration Project are illustrated in Figure 1.

The teachers' manual was developed to assist teachers in planning for effective integration and developing strategies that provide opportunities for positive interaction between students with handicaps and their peers. The manual is divided into three sections: Making Integration Work at School; Teaching Positive Social Interaction Skills to Students with Severe Handicaps; and Making Integration Work at Home.

The first section of the manual describes several processes the special education teacher and/or administrator can use for determining and implementing overall integration objectives for students with severe handicaps. Included is a description of eight major steps the teacher can follow to develop an Integration Plan. These steps are: (1) assessing integration needs; (2) grouping the problems into areas of similar need; (3) establishing an order of priority for each of the major needs; (4) developing an objective for each area; (5) developing strategies and activities to meet each objective; (6) determining activity responsibilities and schedules; (7) implementing the plan; and (8) evaluating and modifying the plan. A format to assist teachers in preparing different types of inservice activities for a variety of audiences is described. Also included is a description of three different peer systems that teachers can use in their classroom.

Section II of the manual addresses specialized programming for increasing positive interaction skills between students with severe handicaps and their peers. An assessment

instrument designed specifically for evaluating social interaction skills of students with severe handicaps and their peers is presented in addition to information concerning the importance of peers sharing a common communication system. Procedures specifically for teaching students with handicaps and their peers how to interact with each other are described.

The last section of the manual addresses several integration issues that parents of children with handicaps may encounter at home. The needs of siblings of children with handicaps are addressed in addition to suggestions on ways parents can help the siblings manage situations they may find uncomfortable. Information in another chapter provides parents with a system for identifying areas at home and in the community in which they would like to include their child with handicaps and some suggestions on how to adapt activities so their child can participate.

Appendices follow each section of the manual with examples, blank forms and information to assist the reader in implementing the components of the Teaching Research Integration Model.

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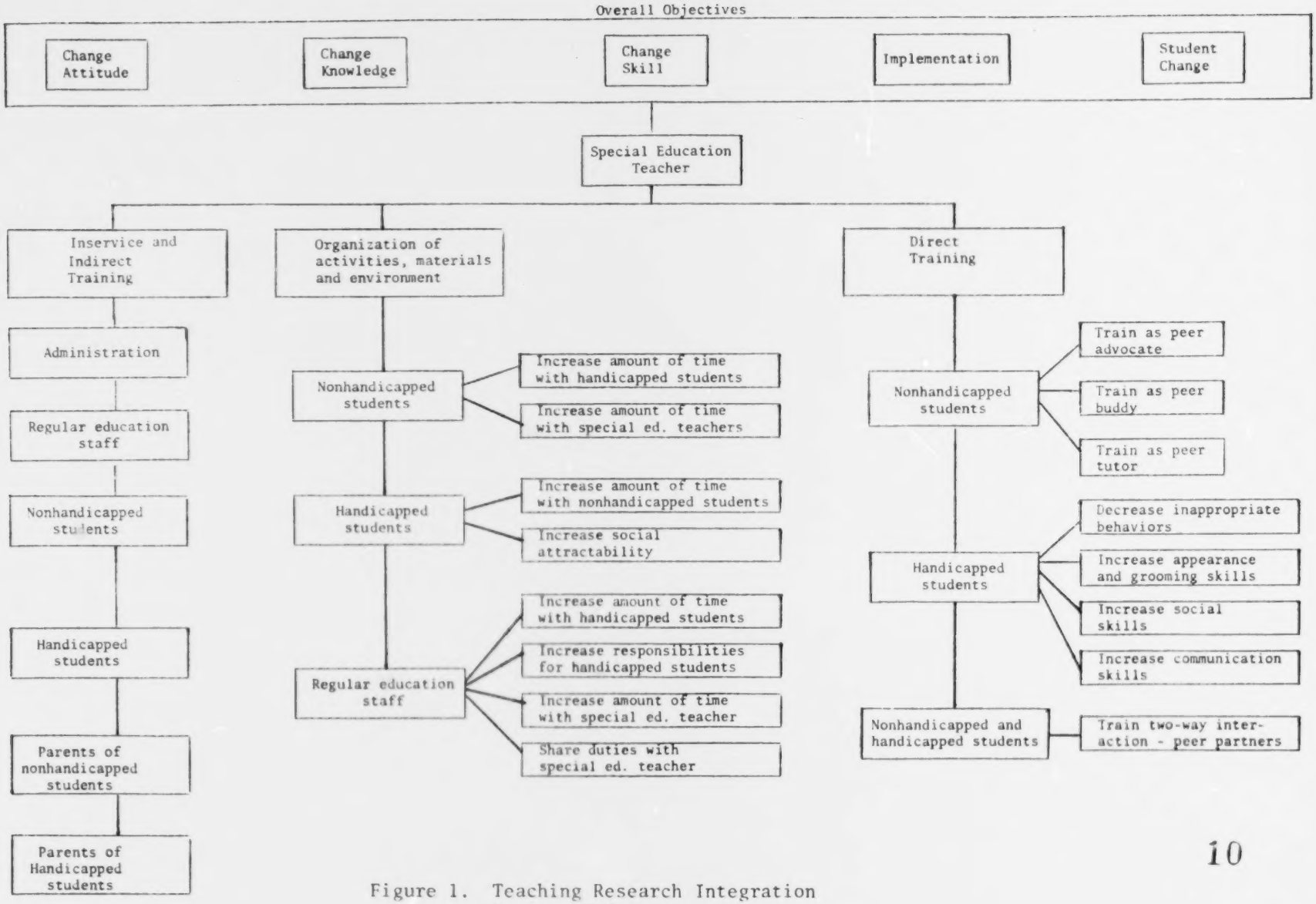


Figure 1. Teaching Research Integration Project Model Components

## SECTION I

## MAKING INTEGRATION WORK AT SCHOOL

A recent article reporting the findings of a national search for model integration programs (Taylor, 1982) defined integration as regular, sustained interactions between students with severe handicaps and their peers during the school day. To assure that opportunities for interaction are available during the school day, systematic planning among administrators, regular education staff and special education staff must occur. Support from these people is essential for integration to be truly successful. Generally, it is the role of the special education teacher to coordinate the planning of integration efforts by gaining and maintaining the support of the public school personnel and of the community. Preliminary results from the Teaching Research Integration Project and reports from other integration models (Taylor, 1982) suggest that this is a time consuming role and that it may be necessary for the teacher to have assistance from an administrator or integration consultant to share the responsibilities of planning systematic integration activities.

A detailed system for determining and implementing overall integration objectives for students with severe handicaps within the public school environment is described in the first chapter of this section. The second chapter, Inservice, was written to assist teachers in preparing different types of inservice activities for audiences that may include: the school principal, regular education staff, specific support personnel or nonhandicapped students. The third chapter describes peer tutor and buddy systems and ways in which the special education teacher can use those systems in the classroom.

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In the writing of this section of the book the authors chose to refer to students with handicaps as students and students with no apparent handicaps as regular education students or peers. This was done to avoid awkward word formations and to aid in the reader's comfort.

## Chapter 1

## The Integration Plan

Integrating students with severe handicaps in regular school programs requires careful planning and preparation (Taylor, 1982; Hamre-Nietupski, S. Nietupski, Stainback & Stainback, 1984). It is suggested that the special education teacher (or staff designated with the responsibility) develop a yearly plan for integrating students with their peers (Hamre-Nietupski, S. Nietupski, Stainback & Stainback, 1984). Paramount to this effort is the support and assistance from the school principal.

The Teaching Research Integration Project has developed an Integration Needs Assessment to assist the special education staff in determining integration objectives for students. Since the level of support, attitudes, and cooperation for integration may vary dramatically across schools and even across students within the same school, it is necessary for the special education teacher to pinpoint the problems and to determine integration objectives for each student. A process for developing activities to meet the integration objectives is described below. This process is called developing the **Integration Plan.**

Developing the Integration Plan includes eight major steps. They are: (1) assessing integration needs; (2) grouping the problems into areas of similar need; (3) establishing an order of priority for each of the major needs; (4) developing an objective for each area; (5) developing strategies and activities to meet each objective; (6) determining activity responsibilities and schedules; (7) implementing the plan; and (8) evaluating and modifying the plan.

### Assessing Integration Needs

The Teaching Research Integration Project and other integration models (Stainback and Stainback, 1983; and Hamre-Nietupski et. al, 1984) suggest that the special education teacher assess integration that occurs between students and their peers. The Teaching Research **Integration Needs Assessment** includes items that are used to determine the

integration needs of: (1) school administration; (2) school staff; (3) peers; (4) parents; and (5) students.

The assessment is divided into two areas. The first area assesses the overall integration of students within the school. The second area is specific to each student and assesses integration efforts for each one on an individual basis. The completed needs assessment provides information specific to: (1) the attitudes of the regular education staff and students toward the student; (2) the social attractiveness of the student; (3) the accessibility of the school to the student; and (4) the frequency the student shares the same environment with peers. Integration Needs Assessment data for all of the students in the classroom are compiled and used by the teacher to develop an Integration Plan.

The assessment that is **nonspecific** to individual students is completed by marking each item either "yes" or "no." One of the items (C1, Example 1) requires a number response, specifically, the approximate number of weekly contacts the teacher has with the regular education staff. Any problems or concerns are noted in the "comments" column. The method for completing the needs assessment is illustrated in Example 1.

Example 1

| | | |
|---|---|---|
| **A. Physical** | | |
| 1. Facilities are accessible to students with special needs (e.g., bathroom, water fountains, cafeteria). | yes | |
| 2. The special education classroom is visibly located within the school. | yes | |
| **B. Regular Staff and School Personnel** | | |
| **General** | | |
| 1. Administration cooperates in meeting special needs of the classroom. | yes | |
| 2. School principal visits the classroom. | Not very often | Need to work on this |
| 3. Regular education staff assist in supervising students from the classroom during regular school activities (recess, lunch, etc.). | NO | I always do this |
| **C. Special Educator's Role** | | |
| 1. Approximately how many weekly contacts does the special education teacher have with the regular education staff? | yes | |
| 2. Special education teacher shares school staff responsibilities (e.g., attends staff meetings, volunteers at school functions, shares staff duties). | NO | I haven't been involved in any school staff responsibilities |
| 3. Special education teacher has extended invitations to administrators, school staff, and students to visit the classroom. | NO | Didn't think to do this |
| 4. Special education teacher has provided general inservice for the school staff and students. | yes | 13 |
| 5. Special education teacher is available to regular education students and school staff (e.g., to answer questions and provide information). | 10 | In the morning and in the afternoon |

The assessment that is **specific** to students is completed by listing each student's name at the top of the assessment form and then assessing the interaction items (marking "yes" or "no") for each student (Example 2). It is possible to calculate a percentage of "correct" items, however, these data are not of equal weight and may not reflect the degree of integration of a particular classroom or school. The purpose of the assessment is to provide the special education teacher with information from which a plan for integration activities can be developed.

Example 2

**TEACHING RESEARCH**
**INTEGRATION NEEDS ASSESSMENT**

Specific to Students with Handicaps

Teacher: Ms. Cooley  Classroom: Room 3

School: Washington Elementary  Date: September 20

| Items | STUDENTS | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Jerry | Melody | Jason | Megan | Tony | | | | | | | | |
| **A. Regular Education Staff** | | | | | | | | | | | | | |
| 1. Regular educators model positive attitudes toward the student. | yes | yes | NO - needs work | yes | yes - usually | | | | | | | | |
| 2. Regular education staff, bus drivers, cooks, janitors, etc. have received inservice and/or briefings on the student. | yes | yes | NO | yes | yes | | | | | | | | |
| 3. The student is integrated into regular school activities or facilities (Record the activities: lunch, recess, assemblies, bus, etc.). | yes - into all | yes | NO - only lunch | yes | yes - except bus | | | | | | | | |
| **B. Skills of the Student** | | | | | | | | | | | | | |
| 1. The student dresses neatly and age-appropriately for school. | yes | yes | yes | NO - hair is a mess | yes | | | | | | | | |
| 2. The student cooperates with regular education staff during integrated activities. | yes | yes | usually | yes | usually | | | | | | | | |
| 3. The student demonstrates appropriate social behaviors during integrated activities (i.e., refrains from inappropriate sexual behaviors, aggressive behaviors). | yes | yes | yes | yes | NO - Not always | work on this with social skills | | | | | | | |
| 4. The student has a prelanguage or language system that he/she uses in social interaction with regular education teachers and students. | NO | NO - communicates with friends | yes | yes | yes | | | | | | | | |
| 5. The student receives training to increase his/her social skills. | yes | yes | yes | yes | NO | | | | | | | | |
| **C. Interactions Between the Regular Education Students and the Student** | | | | | | | | | | | | | |
| 1. Regular education students have opportunities to interact with the students. | yes | yes | yes | yes | yes | | | | | | | | |



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## Grouping the Problems into Areas of Similar Need

Potential solutions to problems identified on the Needs Assessment often are related. For ease in developing the Integration Plan, the teacher should group these problems together whenever possible. For example, in Example 3 the teacher grouped B3 and C2 together because she has determined that the real problem is that she and the regular education staff do not share any of the same student supervision responsibilities.

Example 3

**TEACHING RESEARCH**
**INTEGRATION NEEDS ASSESSMENT**

Nonspecific to Students

Teacher Ms. Cooley  Classroom Room 3
School Washington Elemeatary  Date Sept. 20

| Items | Yes/No | Comments |
|---|---|---|
| **A. Physical** | | |
| 1. Facilities are accessible to students with special needs (e.g., bathroom, water fountains, cafeteria). | yes | |
| 2. The special education classroom is visibly located within the school. | yes | |
| **B. Regular Staff and School Personnel** | | |
| **General** | | |
| 1. Administration cooperates in meeting special needs of the classroom. | yes | |
| 2. School principal visits the classroom. | Not very often | Need to work on this |
| 3. Regular education staff assist in supervising students from the classroom during regular school activities (recess, lunch, etc.). | No | I always do this |
| **C. Special Educator's Role** | | |
| 1. Approximately how many weekly contacts does the special education teacher have with the regular education staff? | yes | |
| 2. Special education teacher shares school staff responsibilities (e.g., attends staff meetings, volunteers at school functions, shares staff duties). | NO | I haven't been involved in any school staff responsibilities |
| 3. Special education teacher has extended invitations to administrators, school staff, and students to visit the classroom. | NO | Didn't think to do this |
| 4. Special education teacher has provided general inservice for the school staff and students. | yes | |
| 5. Special education teacher is available to regular education students and school staff (e.g., to answer questions and provide information). | IO | In the morning and in the afternoon |
| 6. Special education teacher utilizes school facilities (e.g.,library, media room, teacher's lounge). | yes | In the morning and in the afternoon |

**Establishing an Order of Priority for Correcting the Problem Areas**

The teacher should establish an order of priority for each of the major integration needs. This will keep the integration plan ongoing and reasonable for the teacher to implement. Problems that should be targeted first depend upon the extent of integration that already is occurring in the school between students with severe handicaps and their peers. If little or no integration (i.e., students are mainstreamed into school settings where no opportunities to interact with their peers are available) is occurring, then the teacher **initially** should concentrate efforts on nonspecific integration needs, such as providing general inservice for the school staff, providing general inservice for the regular education students, utilizing the school facilities, and establishing a rapport with the school staff and students. It is important for the special education teacher to remember that this is only the first step; increasing interaction between students with handicaps and their peers is the real measure of integration.

In classrooms where integration already is occuring, the teacher should focus on increasing opportunities for positive social interactions between specific students and their peers. This may include teaching communication skills, increasing appropriate social behavior, decreasing inappropriate social behavior, and/or changing the specific student's routine so he/she has more opportunities to be in close proximity to peers. Specific student integration needs that are most important are those of students who are **integrated the least** with peers. Teachers should implement integration objectives for these students first. Beyond these suggestions, there are no set procedures for determining an order of priority for integration needs. Teachers should use their own judgement and determine procedures that work the best for students in their classroom. An example of integration needs that have been grouped and put in order of priority are illustrated in Example 4.

Example 4

**Nonspecific to Student**

#7
- School principal visits classroom
- Special education teacher has extended invitations to school staff to visit classroom

#8
- Regular education staff assist in supervising students from the classroom during lunch/recess and after school
- Special education teacher shares school staff responsibilities

**Specific to Student**

#3
- Regular education staff model positive attitudes toward student (Jason)
- All staff have received inservice on the student (Jason)

#4
- Student dresses neatly and appropriately for school (Megan)

#1
- Student uses prelanguage or language system in social interaction with regular education teachers and students (has communication notebook) (Jay)
- Cooperates with other students in integrated activities (Jay)

#2
- Student uses prelanguage or language system in social interaction with regular education teachers and students (signs) (Melody)

#6
- Parents of regular students are aware of their child's participation in integrated activities with the student (Jay & Melody)
- Parents of regular students have signed consent forms for their children to be involved as peer buddies (Jay & Melody)

#5
- Student receives training to increase his social skills (Tony)

## Developing an Objective in Each Area

The next step in developing an integration plan is to establish goals for each of the areas of need (both specific and nonspecific to students) that have been put in order of priority. The teacher should target the level of change that will allow (or enhance) the student to participate in the least restrictive environment; environments in which regular education students participate and in which there are opportunities for them to interact (Kenowitz, Zweibel, and Edgar, 1978). These should be changes that can be made within the school year. Examples of integration objectives are illustrated in Table 1. This information is entered on the Integration Plan form (see example 6 and Appendix A).

Table 1

**Integration Needs and Objectives**

| Need | Objective |
|---|---|
| 1. To use a prelanguage or language system in social interaction with regular education teachers and students (he has a communication book) (Jay)<br><br>To cooperate with other students in integrated activities. (Jay) | 1. To increase communication between Jay and his peers during integrated activities. (Targeting student change) |
| 2. To use a prelanguage or language system in social interaction with regular education teachers and students (signs). (Melody) | 2. To increase communication between Melody and her peers during integrated activities. (Targeting student change) |
| 3. To model positive attitudes toward Jason. (regular education staff)<br><br>To provide inservice about Jason to all of the staff. (special education teacher) | 3. To increase the knowldge of the regular education staff (including the cook and janitor) about Jason's skills, strengths and limitations. (Targeting attitude and knowledge change) |
| 4. To dress neatly and appropriately for school. (Megan) | 4. To increase Megan's social attractability. (Targeting skill change) |
| 5. To teach social skills to Tony (need to assess first). (Tony) | 5. To increase Tony's social skills (need to assess first). (Targeting skill change) |
| 6. To increase the awareness of parents of regular students of their child's participation in integrated activities. (special education teacher) | 6. To increase involvement of the parents of the peers in integrated activities. (Targeting attitude and knowledge change) |
| 7. To get the school principal to visit the classroom. (special education teacher) | 7. To increase everyone's awareness of the students and activities that occur in Room 3 (special education class). (Targeting attitude change) |
| 8. To get assistance from regular education staff in supervising students from Room 3 (special education class) during lunch, recess and after school. (special education teacher)<br><br>To share school staff responsibilities. (special education teacher) | 8. To share (the special education teacher and assistant) responsibilities with the regular education staff. (Targeting attitude, knowledge and skill change) |

## Developing Strategies to Meet Each Objective

There are a variety of activities or strategies the teacher can utilize to increase integration of students and their peers (Stainback, Stainback, Raschke, and Anderson 1981; Stainback, Stainback, and Hatcher, 1983; Hamre-Nietupski and Nietupski, 1981; Taylor, 1982; and Rynders, Johnson, and Johnson, 1980). These strategies can be divided into three main categories. They are: (1) providing inservice and indirect training to the

school staff and students; (2) organizing activities, materials, and the school environment to facilitate integration; and (3) providing direct training to the students and their peers. It is emphasized (Hamre-Nietupski and Nietupski, 1981) that a combination of integration strategies and activities must take place continuously throughout the school year for integration to be successful.

Inservice and indirect training refer to assistance or information the special education teacher might provide to the school staff or regular education students in order to change their attitudes or knowledge about students with severe handicaps. Examples are:

- Providing inservice to school administrators on the needs of a new student with physical handicaps who is wheelchair bound.
- Providing inservice to parents of students with severe handicaps on the benefits and possible drawbacks of integration.
- Inviting the school principal and secretary to visit the classroom during an integrated activity.
- Having the classroom students bake cookies to sell at football games.
- Bringing banana bread from home to share with the other teachers in the teachers' lounge.

Additional information concerning inservice training is provided in Chapter 3.

The second category refers to organizing and structuring activities, materials, and the environment in such a way that students with severe handicaps, regular students, regular school staff and special education staff have more opportunities to interact with each other. Grouping students into small, cooperative units (Rynders, Johnson, Johnson, and Schmidt, 1980), using materials that encourage interaction (Quilitich and Risley, 1973) and choosing activities that all of the students enjoy are ways to increase opportunities for interaction. Some examples are:

- Changing the time of going to lunch so the students arrive at the cafeteria at the same time as their age appropriate peers.
- Keeping a brush in the classroom and helping a student fix her hair so she will be more attractive to her peers.

- Changing responsibilities so the special education teacher and the regular education teacher share duties. This gives the teachers opportunities to get to know all of the students in the school. Each teacher provides information to the other about students in her/his classroom and ways to work with them.

- Arranging for the classroom video game to be available to all of the students during lunchtime, as long as they take turns with a student who is severely handicapped.

The special education teacher also can facilitate integration by involving herself in any one of a number of activities. Example 5 is a compilation of activities from teachers that have worked with the Teaching Research Integration Project.

Example 5

**FACILITATING INTEGRATION: SUGGESTION LIST**

- Chaperone school dances or after school activities
- Teach Distar to special reading groups
- Coach or assist with sports activities
- Teach sign language to other students in the school
- Take breaks in the teachers' lounge
- Assist regular education teachers with behavior programs for behavior problem children in their classroom
- Assist with theater activities
- Arrange special classroom activities and invite regular education personnel
- Volunteer to read at "storytime" for other teachers (elementary school age)
- Start a "shopping" activity. Have the students in the classroom go shopping for other teachers at school (the teachers bring detailed lists and money for purchases)
- Have a rubber stamp made of the school's logo - the students with handicaps can stamp items for other students during lunch or between classes (to be cost effective a small fee can be charged)
- Start a computer club
- Hold a dance class (for students and/or teachers)

The third strategy, direct training, can be used to teach regular education as well as special education students specific skills to enhance positive social interaction. Direct training includes: (1) teaching the student with severe handicaps social interaction skills, grooming skills, and/or communication skills; (2) teaching the regular education student to fill a "helper" role (peer tutor, peer buddy, etc.); and (3) teaching the students how to communicate and interact with each other. Some examples are:

- Teaching a student volunteer to be a peer buddy during lunch time to one of the students with severe handicaps.
- Teaching a student with severe handicaps how to comb her hair.
- Teaching a student with severe handicaps how to use a communication notebook (a notebook with pictures that depict a specific message).
- Teaching a student with severe handicaps and a peer how to communicate with each other using a communication notebook.

Example 6 illustrates activities and strategies a teacher plans to use to meet the integration objectives.

Example 6

INTEGRATION PLAN

| Integration Needs | Objectives | Activities/Strategies | Person Responsible | Deadline | Schedule | Date Complet or Modif |
|---|---|---|---|---|---|---|
| • To use a prelanguage or language system in social interaction with regular education teachers and students (Jay-communication notebook)<br>• To cooperate with other students in integrated activities (Jay) | 1. To increase communication between Jay and his peers during integrated activities. | 1.1 Tie Jay's communication notebook to his wheelchair.<br>1.2 Teach Jay's lunch buddies how to use his communication notebook.<br>1.3 Add a communication objective that includes peers to Jay's I.E.P.<br>1.4 Observe Jay and his peers during recess. Document if they are or are not using his communication notebook | Kay<br>Ms. Cooley<br>Ms. Cooley + Jay's parents<br>Ms. Cooley | 10/1<br>10/15<br>12/1<br>11/1 | N/A<br>daily<br>N/A<br>2 months | |
| • To use a prelanguage or language system in social interaction with regular ed. teachers & students (Melody-sign) | 2. To increase communication between Melody and her peers during integrated activities. | 2.1 Teach sign language to Melody's peers (3rd-4 graders).<br>2.2 Include peer models in Melody's sign language program. | Kay<br>Ms Cooley | 1/5<br>11/1 | 1 X week<br>daily | |

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## Determining Activity Responsibilities and Schedules

An important aspect of developing the Integration Plan is assigning responsibilities for each integration activity, determining starting dates, and determining a schedule (when applicable) for how often each activity will occur. It is much more likely that the Integration Plan will be implemented if this type of planning occurs. An example of integration responsibilities and schedules is included in Example 7.

Example 7

Activity Responibilities and Schedules

INTEGRATION PLAN

| Integration Needs | Objectives | Activities/Strategies | Person Responsible | Deadline | Schedule | Date Complet or Modif |
|---|---|---|---|---|---|---|
| • To model positive attitudes toward Jason (regular education staff)<br>• To provide Inservice about Jason to all of the staff. | 3. To increase the knowledge of the regular education staff (including the cook & janitor) about Jason's skills, strengths, and limitations. | 3.1 Provide an inservice to all staff - stress Jason's skills and strengths. Discuss his limitations. Show a videotape of what he can do. | Ms. Cooley | 2/15 | N/A | |
| • To dress neatly and appropriately for school (Megan). | 4. To increase Megan's social attractability. | 4.1 Comb Megan's hair for her until she learns how to do it herself.<br>4.2 Add a combing hair objective to Megan's I.E.P. | Kay<br>Ms. Cooley + Megan's parents | 10/1<br>1/15 | daily<br>N/A | |
| • To teach social Social skills to Tony (need to assess first). | 5. To increase Tony's social skills. | 5.1 Assess Tony's social interaction skills with his peers.<br>5.2 Add social skill objectives to Tony's I.E.P. | Ms. Cooley<br>Ms. Cooley + Tony's parents | 1/10<br>1/20 | N/A<br>N/A | |

## Implementing the Plan

The next step is to implement the activities and strategies and record the dates they are completed. The inclusion of the completion date is illustrated in Example 8.

Example 8

INTEGRATION PLAN

| Integration Needs | Objectives | Activities/Strategies | Person Responsible | Deadline | Schedule | Date Completed or Modified |
|---|---|---|---|---|---|---|
| • To get assistance from regular ed. staff in supervising students from Rm. 3 during lunch, recess + after school. | 8. To share (the special ed. teacher + assistant) responsibilities with regular ed. staff | 8.1 Volunteer to organize the annual Student Christmas Party. | Ms. Cooley | 11/15 | N/A | 11/15 |
| | | 8.2 Schedule self for bus duty | Kay | 10/23 | 2X week | 11/1 |
| | | 8.3 Schedule self for monitoring morning recess. | Ms. Cooley | 1/12 | 2X week | 1/14 |
| | | 8.4 Schedule self "out" during a.m. recess | Kay + Ms Cooley | 3/1 | 1X week | 3/4 (M) |
| | | (M) Continue to monitor a.m. recess- hold inservice for other teachers on how to monitor special ed. students | " " | end yr. | | |

## Evaluating and Modifying the Plan

The plan should be evaluated at the end of the first semester for completion of activities. Activities that have not been completed should be dated and marked with "M" in the "date completed or modified" column and then modified. The following are suggestions for modifications:

- Revise the number of objectives to be completed during the year.
- Extend the timelines on incomplete activities.
- Assign the activity to a different staff person.
- Use a different integration activity or strategy to meet the activity.

It is suggested that the teacher use colored ink or lead so the staff will be able to recognize modifications on the plan. Example 8 shows modifications that have been made on an Integration Plan.

**Summary**

The integration plan described in this chapter should help the teacher plan for effective integration of students with severe handicaps with their peers. The eight steps in developing the plan are described and explained in detail. These steps are:

(1) Assessing integration needs.

(2) Grouping the problems into areas of similar need.

(3) Establishing an order of priority for each of the major needs.

(4) Developing an objective for each area.

(5) Developing strategies and activities to meet each objective.

(6) Determining activity responsibilities and schedules.

(7) Implementing the plan.

(8) Evaluating and modifying the plan.

Through this process, it is possible to gain or maintain the support from the public school personnel in order to increase integration efforts. An entire Integration Plan completed for a classroom of students is included in Appendix A. Blank forms also can be found in Appendix A.

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## Chapter 2

## Inservice

An outline has been developed to assist teachers develop inservice plans that are specific to different audiences. Some of the major features that must be considered in developing and implementing inservice include the type of audience, their general attitude, and, most importantly, the primary objective(s) of the inservice and evaluation. This outline provides teachers with questions that should be asked in considering different types of inservices for increasing attitudes, knowledge, and specific skills for facilitating integration.

The following is an explanation of each of the questions on the inservice development outline (see Appendix B for a copy of the outline). To illustrate how the outline is used, examples of an outline completed by a teacher while she was developing an inservice for a specific audience are included in this chapter. The situation is one in which the teacher saw a student's (Jay) peers playing with his electric wheelchair during recess. Although the teacher wanted to encourage interaction between Jay and his peers, she did not want the peers to use his wheelchair as a toy. Consequently, she decided to develop an inservice to teach the peers about Jay's wheelchair and to keep them interacting with Jay.

**Question 1: How has the need for inservice been determined?**

Inservice should be provided only when the audience needs the information. All too often inservice is conducted out of habit and according to a time schedule that was determined at the beginning of the school year. Obviously, this is not the best way in which to meet the inservice needs of any audience. It is important to take note that inservice training also should be an ongoing process. The need for inservice can be determined by: (1) formal assessment (i.e., the Integration Needs Assessment; (2) questionnaire; (3) informal observation; (4) observed behavior; or (5) requests from others. In the first example, the need for inservice was determined by observed behavior. The teacher observed Jay's peers playing with his electric wheelchair.

Example 1

1. How has the need for inservice been determined?

   a. Formal Assessment ____
   b. Questionnaire ____
   c. Informal Information ____
   d. Observed Behavior __X__

**Question 2: Who is your audience?**

It always is important to know your audience. Determining this beforehand can help the teacher decide on appropriate vocabulary, terminology, content and media/materials to use in the inservice. For example, if the teacher does not know the inservice audience, she/he may inadvertently present information they already know, make them uncomfortable by using terminology which is unfamiliar, talk "down" to them, or use examples that do not relate to their own circumstances. Explaining to a group of fourth grade students how Jay uses his wheelchair will involve different words and examples than explaining the same thing to the regular education teachers. Determining the audience is illustrated in Example 2.

Example 2

2. Who is your audience?

   a. School Board ____
   b. Principals ____
   c. Regular Education Staff ____
   d. Parents of Nonhandicapped Students ____
   e. Parents of Handicapped Students ____
   f. Nonhandicapped Students __X__
   g. Supportive Service Personnel ____
   h. Other (specify) _____

**Question 3: What is the general attitude of the audience toward integration?**

Knowing the general attitude of the audience toward integration can help the teacher determine the tone and style to use in providing the inservice. Occasionally the teacher may discover that the general attitude is actually the problem hindering integration and attempts to modify it must occur before anything else. In Example 3,

the general attitude of the fourth grade peers is indicated as "neutral."

Example 3

3. What is the general attitude of the audience toward integration?

   a. Very positive and supportive _____.

   b. Neutral -- (they do not react positively or negatively) __X__.

   c. Opposed or concerned about integration and the placement of handicapped students.

**Question 4: What is the primary purpose of the inservice?**

Determining the primary changes the teacher wants to occur as a result of the inservice is mandatory to effective inservice. As illustrated in Example 4, the teacher can attempt to change attitude, provide knowledge, change behavior, and change or develop skills to facilitate implementation of those skills in other situations and/or change skills so the interactions/behavior of the students change positively. In this example, the teacher planned on changing the behavior (decrease playing with Jay's wheelchair) and developing skills (increase ways to interact with Jay) of Jay's peers.

Example 4

4. What is the primary purpose of the inservice?

   a. To change their attitude _____.

   b. To provide additional knowledge _____.

   c. To change their behavior or develop skills __X__.

   d. To change their skills and to facilitate implementation (that they demonstrate these skills with handicapped students) _____.

   e. To change their skills so that the interactions/behavior of the handicapped/nonhandicapped students change positively _____.

**Question 5: What is your overall objective?**

The teacher's overall objective for the inservice (see Example 5) is to teach Jay's fourth grade peers how to interact with Jay without playing with his electric wheelchair.

Example 5

5. What is your overall objective?

   - To teach Jay's fourth grade peers how to interact with Jay without "playing" with his electric wheelchair.

**Question 6: What type of inservice will it be?**

Types of inservice can range from a talk with one other person to a formal presentation for 100 people. Individual or small group formats often are the best for inservice, particularly when the inservice is for children. However, using these formats can be time consuming and may not be as efficient as providing inservice for larger groups of people. The teacher should consider the target audience, the subject matter and the objective of the inservice to determine the best inservice format. In Example 6, the teacher selected an informal talk as the type of inservice format to use for Jay's fourth grade peers.

Example 6

6. What type of inservice will it be?

   a. Very Informal (1:1 Talk) __X__
   b. 1/2-Hour Presentation _____
   c. Workshop _____
   d. Other _____

**Question 7: What are the major points that you will make (what is you message)?**

It is helpful to think through and list the major points of the inservice. These usually will be a breakdown of the overall inservice objective. Breaking the overall objective into the major points will organize the inservice and provide a basis from which to develop the rest of the content. When developing the major points and content of the inservice, always:

- Point out the positive aspects of the students, classroom, etc.
- Be respectful of the students with handicaps.

- Have the students with handicaps participate if they want to be included or if their participation (i.e., demonstration) will help clarify certain points. Do not include students if discussing specific behavior problems.
- Use examples/situations that relate to the audience.
- Make the learning experience an "active" activity.

Example 7

7. What are the major points that you will make (what is your message)?
   a. Reinforce peers for their interest in interacting with Jay.
   b. Stress that Jay's wheelchair is a tool for transportation - relate to how they use their bikes.
   c. Emphasize that tools are not toys and need special care - use the example of the "bike" again.
   d. Have Jay demonstrate how he uses his wheelchair.
   e. Suggest ways to interact with Jay.

**Question 8: What type of media will you use?**

Media can be a valuable addition to any inservice. Use the different types of media to illustrate important points, demonstrate procedures and help the audience become comfortable with the content of the inservice. Live demonstrations and role play usually are successful and positive ways to teach preschool and elementary school age children about students with handicaps. In Example 8, the teacher used a live demonstration with Jay; she had Jay demonstrate to his fourth grade peers how he uses his electric wheelchair.

Example 8

8. What type of media will you use?
   a. Live demonstrations __X__ - with Jay.
   b. Role playing or puppets, etc. _____
   c. Slide, tapes, or video _____
   d. Overheads _____
   e. Guest Speakers _____
   f. Other (specify)

_____

_____

**Question 9: How will you evaluate your inservice presentation?**

The inservice presentation is successful if the objective (#5 on the outline) is met. To ascertain whether or not the objective has been met, the teacher must evaluate the change (attitude, knowledge, or behavior) that was pinpointed in the inservice (see #4 on the outline). If the objective is not met, then the teacher can prepare another inservice or use a different integration strategy.

In Example 9, the teacher decided to use two different evaluations. The first evaluation (a short, verbal questionnaire) was to make sure that the fourth grade students understood the content of the inservice. The second evaluation (observation) was to see if the students had changed their behavior and now were interacting with Jay in an appropriate manner.

Example 9

9. How will you evaluate your inservice presentation?

   a. Short questionnaire or survey (verbal or written) X

   b. Checklist or observation of the inservice participants to be completed by you or someone else X

   c. Student change data _____

**Question 10: When will you do the inservice?**

Inservice that is conducted in order to change the behavior or skills of the target audience should be scheduled at the beginning of the week so the participants will have a chance to practice the new skill before the weekend. It also is important to choose a time that is convenient for the audience. This is illustrated in Example 10.

Example 10

10. When will you do the inservice?

   a. before school
   b. after school
   c. during school day
   d. scheduled meetings
   e. other

**Question 11: Where will the inservice occur?**

The inservice should occur either in a location where the target audience is the most comfortable or where the behavior or skill change is expected to occur. In Example 11, the teacher decided to conduct the first half of the inservice (the electric wheelchair as a tool) in the fourth grade classroom and the other half (how Jay uses his wheelchair and how to interact with him) out on the playground.

Example 11

11. Where will inservice occur? in the classroom and out on the playground

**Summary**

The Inservice Development Outline described in this chapter is a method that can assist teachers in developing inservice presentations that are specific to different audiences. The description includes an explanation of the eleven specific factors the teacher should consider when developing any inservice presentation. A blank copy of the Inservice Development Outline is included in Appendix B.

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## Chapter 3

## Peer Systems

Many special education teachers have increased contact between students with severe handicaps and their peers by implementing one or more peer systems in their classrooms. Peer systems are programs in which regular education students participate as "helpers" to the students. Teachers using these systems have seen many benefits for students with severe handicaps as well as for the peers. The advantages for the student include: (1) increased opportunities for integration; (2) increased opportunities to structure friendships which may allow greater access to the community; and (3) increased opportunities to use communication and socialization skills in natural settings.

Peer programs also include benefits for regular education students which may be: (1) increased opportunities to learn about people's differences and similarities; (2) increased opportunities to receive challenges that demand problem solving (e.g., how to maneuver a wheelchair through a cafeteria); (3) increased opportunities to give other individuals opportunities to do things for themselves; (4) increased opportunities to provide companionship to another person; (5) increased opportunities to learn different types of communication systems (e.g., sign language and communication boards); and (6) increased opportunities to gain knowledge and understanding of citizens with handicaps.

Peer programs offer many opportunities for regular education students to be involved in activities in the special education classroom. Teachers initially setting up one or more of these programs will need to contact and work in conjunction with the regular education teachers, to develop the peer program(s) in conjunction with the school administration, and to implement and maintain (recruit, train, and monitor peers) the program(s). Three peer systems for involving students with their peers are addressed in this chapter: peer tutors, peer buddies, and peer advocates. A fourth approach (peer partners) is described in Section II, Chapter 3.

## Defining Different Peer Systems

There are a variety of definitions for the different peer systems. The definitions used in this chapter are ones used by the Teaching Research Integration Project. It should be noted that while peers can serve an extremely useful role in the special education classroom, they are not teachers and should not be treated as such. This means that they should not be required to manage aggressive or self abusive behaviors or assist with toileting or feeding programs (Voeltz, 1984). Assistance in these areas is inappropriate because: (1) the peer could become harmed while intervening with a student who is engaging in aggressive or self abusive behavior; (2) the rights and privacy of the student with handicaps can be violated; and (3) it is not age appropriate for students to assist other students in the areas of correcting aggressive behavior, toileting, and feeding. It is appropriate for students to assist other students to learn new skills, to act appropriately in social situations and to be an advocate for someone else.

Peer tutors. A peer tutor is a student who interacts with another student for the purpose of teaching a particular task. The peer tutor assumes the position of "instructor." There is a specific activity or learning task that occurs. The peer tutor is trained to teach the student by using programming techniques prescribed by the classroom teacher.

A peer tutor devotes a designated amount of time toward tutoring. The amount of time may vary for each tutor. It can be as much as 30 minutes per day, or as little as 30 minutes per week. The length of time often is related to the age of the tutor. For example, a fourth grade student may tutor every Tuesday between 10:00 a.m. and 10:45 a.m.

Individual instruction is a popular role for peer tutors. Tutors with the ability to follow instructions can be trained (procedures for training peers are explained later in this chapter) to teach new skills to students with handicaps. Group instruction is another role for peer tutors. As a member of the group, the tutor serves as a model

for correct responses. This is particularly beneficial for language, social and leisure time skill areas. For example, the teacher may have the peer tutor demonstrate the appropriate way to invite another student to play a table game or to pass the dice to another player. The teacher also can use this approach when instructing the student and peer in a dyadic (a group of two) interactional format. The peer demonstrates and reinforces the student's appropriate response and social behaviors.

Vocational programming is another appropriate area in which peer tutors can provide instruction. Vocational training may occur in a simulated fashion within a special education class, or it may occur on an actual work site. Peer tutors who are well trained have been successfully assigned to various locations within the school to instruct as well as monitor programs. This level of independence requires frequent monitoring by the teacher, but not continuous observation.

Peer buddies. Whereas a peer tutor is assigned as an instructor for a student the peer buddy is assigned to "accompany" the student with handicaps during integrated activities. This role requires the peer buddy to do minor instruction on appropriate behaviors in social contexts. For example, a peer buddy (Sam) may be assigned to accompany a student (Tim) to a school assembly. During the assembly, Tim starts looking in the row behind him. Sam reminds Tim to watch the assembly and directs his attention toward the program.

Peer buddy systems are implemented during integrated activities during which the student may need some assistance. For example:

Preschool — free play, lining up, snack, pairing to take walks, etc.

Elementary — recess, cafeteria, circle time, choosing sides for teams, etc.

Middle School -- seat mate on bus, before school, hallways, locker-mates, cafeteria, pep rallies, etc.

High School -- before school, PE period, lunch period (especially on an open campus), clubs and after school activities

Peer advocates. A peer advocate system is one in which a peer watches out for or offers support to a student with handicaps. Examples of a peer advocate role are: (1) accompanying the student on a clothes shopping trip to assist in selecting clothes that are age appropriate; (2) providing information to the special education teacher regarding the student's conduct and the conduct of others toward the student during integrated activities in which the teacher cannot be involved (e.g., out on the dance floor during the noon sock hop); and (3) speaking to other students concerning the merits and abilities of the student. Usually, peer advocate systems are implemented in middle schools, high schools, or in adult programs.

**Recruiting Peers**

There are a variety of methods teachers can use to recruit students for peer tutor, buddy and advocate systems. Three of the methods that have proven effective are:

- The special education teacher discusses with a regular education teacher the possibility of implementing a peer system. The peer system is implemented between the two classrooms on a schedule (i.e., times during the day, frequency and duration) that is agreeable to both teachers. Generally, the regular education teacher selects the students that participate as peers in the program. Students are rotated in the program each semester.

- The special education teacher (or director) discusses with the school principal the possibility of offering class credit to students who participate in the peer system. The peer system may become part of the school curriculum as an elective course. Special education teachers using this recruitment method usually present an overview of their peer program to small groups of potential peers at opportune times (e.g., during home room) at the beginning of each semester.

- The special education teacher has an "open house" in the special education classroom during recess and lunch time at the beginning of the semester. Students attending the open house hear about the peer systems implemented in the classroom and have an opportunity to meet the students with handicaps. They also can sign up for more visits to the classroom. This usually is an effective method of recruiting recess and lunch time peer buddies.

**Training Peers**

Peer systems have been implemented successfully in all grades and with a wide variety of regular education students, although the type of assistance offered to the students with handicaps is related directly to the ages and abilities of the peers (Krouse,

Gerber and Kaufman, 1981). Many teachers immediately think of the more capable regular education students as preferred peers; however, students with mild handicaps, as well as students who are high achievers have worked successfully in the different peer programs. The success of the program appears to be more dependent upon training and structure than on particular peer characteristics.

Training takes time, but it is a critical component for the success of a peer program. The peer systems have different purposes so the training procedures for each will vary. However, there are some basic procedures that will be the same. The following is an overview of these basic procedures.

Orientation. Most teachers invite the peer tutors, buddies, or advocates to an orientation meeting. During the meeting, the teacher describes the overall educational goals for the students with handicaps, explains the purpose of the peer program, describes the peer tutor, buddy, or advocate role and explains the expectations and responsibilities of involvement in the peer program. The teacher also encourages questions and comments from the peers.

Observation. The next step in training peer tutors, buddies, or advocates is to provide them with opportunities to meet, observe and interact with the student(s) they will be assisting. The purpose of this is to: (1) acquaint the peer with the overall program; (2) develop a level of confidence in the peer under casual circumstances; (3) establish a rapport between the peer and the student(s); and (4) establish a rapport between the peer and the special education teacher. The teacher should talk with the peer after the observation to answer questions and/or discuss any concerns.

Modeling. An important step in training peer tutors and peer buddies is modeling. This training technique usually is not used in training peer advocates. The teacher explains and then models (i.e., demonstrates) the procedures the peer is to use with the student. Modeling with the student for whom the teaching program or assistance is designed is the most effective way of demonstrating to the peer how to be a tutor or

buddy. It also is important that initially the teacher reinforce the peer for participating in the peer program. At first, it is unlikely that the peer will receive much reinforcement from the student he/she is tutoring or buddying. The peer also should receive reinforcement for approximations and correct interactions with the student.

Special education teachers who utilize peer tutors in their classrooms must pinpoint areas of instruction, develop instructional methods and organize the procedures of the training program into an understandable format. Some teachers suggest that a written communication system should exist between the teacher and the peer tutor (Fredericks, Baldwin, Moore, Petersen, Templeman, Toews, Stremel-Campbell, Bunse, Makahon, Wilson, Aschbacher, Trecker, Maude, and Samples, 1982). Specific programming procedures should be modeled by the teacher or teaching assistant to the peer tutor. These procedures should include:

- Locating the specific programming materials;
- Locating the appropriate setting for programming;
- Using the prescribed instructional format (e.g., correction and reinforcement procedures); and
- Collecting data.

The purpose of a peer buddy system is different than that of a peer tutor system in that the peer buddy is to "accompany" rather than "instruct" the student with handicaps. Therefore, the instructional procedures are less specific than those for peer tutors. The special education teacher should model to the peer buddy informal instructional techniques and communication skills to use with the student with handicaps. The peer buddy also may need some instruction on what to do if the student exhibits an inappropriate behavior. Peer buddies are taught to manage only minor inappropriate behaviors and to notify an adult (i.e., the special education teacher or assistant) if the student becomes aggressive or self-abusive.

Role playing. Role playing is an effective technique to use for training peer tutors, peer buddies and peer advocates. The teacher plays the role of the student and the peer "practices" his/her role of tutor, buddy, or advocate. Role playing is useful because the teacher has control of the situation and can arrange for specific learning opportunities to occur for the peer. For example, a teacher role playing a student can make a number of incorrect responses so the peer tutor can practice a presecribed correction procedure. The teacher also can change roles with the peer so that the peer can practice specific teaching techniques. Another positive aspect of this technique is that it is possible for the teacher to provide immediate feedback to the peer.

Implementing the peer role. The next step is for the peer to assume the peer role for which he/she has been trained. The peer teaches, accompanies, or advocates for the student with handicaps while the teacher observes their interactions. Afterwards, the teacher provides feedback to the peer. The teacher continues observing and providing feedback until the peer meets a predetermined criteria. It is critical that the teacher provides feedback that encourages and builds confidence in the peer.

Monitoring the peer. The final step of training is monitoring the peer using predetermined performance criteria. The following are areas in which teachers commonly set criteria:

- attendance
- performance of procedures for conducting programs (peer tutor techniques)
- use of acceptable types of interactions
- completion of responsibilities

A simple way for the teacher to monitor whether or not the peer has met the specified criteria is to complete a "yes/no" checklist. The teacher can design his/her own checklist to reflect criteria set for different peer roles used in the classroom. An example of a checklist for a peer buddy is illustrated in Example 1.

## Example 1

**Peer Buddy Checklist**

Peer Buddy: _____ Date: _____

Teacher: _____

| Items | Yes/No | Comments |
|---|---|---|
| 1. Does the peer buddy come to class when scheduled? | | |
| 2. Does the peer buddy come to class on time? | | |
| 3. Does the peer buddy go out to recess with his/her assigned buddy? | | |
| 4. Does the peer buddy talk and/or sign with the buddy? | | |
| 5. Does the peer buddy model appropriate behavior during recess? | | |

## Managing Peer Systems

The most important factor for teachers managing peer systems is to keep track of "who" is available "when" and for "what." The schedule in Example 2 is one way the teacher can accomplish this. The teacher also can use the schedule to assign responsibilities to the different peers. Teachers using peer systems usually place a schedule where peers can check it when entering the classroom.

**Example 2**

| | Mon. | Tues. | Wed. | Thurs. | Fri. |
|---|---|---|---|---|---|
| 9:30 - 10:00 | Peer Tutor: Terry | | | | Peer Tutor: Terry |
| 9:30 - 10:00 | | Peer Tutor: Laura | Peer Tutor: Bill | Peer Tutor: Bill Laura | |
| 10:00 - 10.15 Recess | Peer Buddies: Kathy John Rachel | Peer Buddies: Mike Shelley Pat | Peer Buddies: Kathy John Rachel | Peer Buddies: Mike Shelley Pat | Peer Buddies: Kathy John Rachel |
| 10:15 - 10:30 | | Peer Advocate for Sam in Art Class: Tim | | Peer Advocate for Sam in Art Class: Tim | |
| 10:30 - 11:00 | | | Peer Tutor: Jack | | Peer Tutor: Rhonda |
| 11:00 - 11:30 | Peer Tutor: Rhonda | | | Peer Tutor: Jack | |
| 11:30 - 12:30 Lunch | Peer Buddies: Mike Don Joe | Peer Buddies: Sandra Bud Jean | Peer Buddies: Mike Don Joe | Peer Buddies: Sandra Jean Kelley | Peer Buddies: Bud Lila Lori |
| 12:30 - 1:00 | Peer Advocate for Kate in P.E.: Dave | Peer Advocate for Gavin in P.E.: Mike | | Peer Advocate for Kate in P.E.: Dave | Peer Advocate for Gavin in P.E.: Mike |

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**Summary**

This chapter describes three different peer systems used in public schools for involving regular education students in activities in the special education classroom. The advantages of peer systems for students with handicaps as well as for the regular education students are outlined. Each system (peer tutor, peer buddy and peer advocate) is defined and described. Also included are some recruitment suggestions and an overview of techniques commonly used for training peers. Last, a description of a management system that special education teachers can use to manage and organize peer services is provided.

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# APPENDIX A

## Example of Integration Plan
## and
## Blank Forms

**TEACHING RESEARCH**
**INTEGRATION NEEDS ASSESSMENT**

Nonspecific to Students

Teacher: Ms. Cooley Classroom: Room 3

School: Washington Elemeatary Date: Sept. 20

| Items | Yes/No | Comments |
|---|---|---|
| **A. Physical** | | |
| 1. Facilities are accessible to students with special needs (e.g., bathroom, water fountains, cafeteria). | yes | |
| 2. The special education classroom is visibly located within the school. | yes | |
| **B. Regular Staff and School Personnel** | | |
| **General** | | |
| 1. Administration cooperates in meeting special needs of the classroom. | yes | |
| 2. School principal visits the classroom. | Not very often | Need to work on this |
| 3. Regular education staff assist in supervising students from the classroom during regular school activities (recess, lunch, etc.). | NO | I always do this |
| **C. Special Educator's Role** | | |
| 1. Approximately how many weekly contacts does the special education teacher have with the regular education staff? | yes | |
| 2. Special education teacher shares school staff responsibilities (e.g., attends staff meetings, volunteers at school functions, shares staff duties). | NO | I haven't been involved in any school staff responsibilities |
| 3. Special education teacher has extended invitations to administrators, school staff, and students to visit the classroom. | NO | Didn't think to do this |
| 4. Special education teacher has provided general inservice for the school staff and students. | Yes | |
| 5. Special education teacher is available to regular education students and school staff (e.g., to answer questions and provide information). | 10 | In the morning and in the afternoon |
| 6. Special education teacher utilizes school facilities (e.g., library, media room, teacher's lounge). | yes | In the morning and in the afternoon |

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**TEACHING RESEARCH**
**INTEGRATION NEEDS ASSESSMENT**

Specific to Students with Handicaps

Teacher: Ms. Cooley  Classroom: Room 3

School: Washington Elementary  Date: September 20

| Items | STUDENTS | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Joey | Melody | Jason | Megan | Tony | | | | | | | |
| **A. Regular Education Staff** | | | | | | | | | | | | |
| 1. Regular educators model positive attitudes toward the student. | yes | yes | NO – Needs work | yes | yes – usually | | | | | | | |
| 2. Regular education staff, bus drivers, cooks, janitors, etc. have received inservice and/or briefings on the student. | yes | yes | NO | yes | yes | | | | | | | |
| 3. The student is integrated into regular school activities or facilities (Record the activities: lunch, recess, assemblies, bus, etc.). | yes – into all | yes | NO – only lunch | yes | yes – except bus | | | | | | | |
| **B. Skills of the Student** | | | | | | | | | | | | |
| 1. The student dresses neatly and age-appropriately for school. | yes | yes | yes | NO – hair is a mess | yes | | | | | | | |
| 2. The student cooperates with regular education staff during integrated activities. | yes | yes | usually | yes | usually | | | | | | | |
| 3. The student demonstrates appropriate social behaviors during integrated activities (i.e., refrains from inappropriate sexual behaviors, aggressive behaviors). | yes | yes | yes | yes | NO – Not always | > work on this with social skills | | | | | | |
| 4. The student has a prelanguage or language system that he/she uses in social interaction with regular education teachers and students. | NO | NO – doesn't sign with friends | yes | yes | yes | | | | | | | |
| 5. The student receives training to increase his/her social skills. | yes | yes | yes | yes | NO | | | | | | | |
| **C. Interactions Between the Regular Education Students and the Student** | | | | | | | | | | | | |
| 1. Regular education students have opportunities to interact with the students. | yes | yes | yes | yes | yes | | | | | | | |

| Items | STUDENTS | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Jon | Melody | Jason | Megan | Tony | | | | | | | | |
| 2. Regular education students and the student cooperate with each other in integrated activities. | NO-comm. a problem | O.K. but can't sign | NO-Needs work | yes | yes | | | | | | | | |
| 3. Regular education students are involved with the student as: (1) peer buddies; (2) peer advocates; and/or (3) peer tutors. | yes | yes | Not yet | yes | yes | | | | | | | | |
| 4. The problems, questions, and concerns of regular education students specific to the student are communicated to either the regular or special education teacher. | yes | yes | yes | yes | yes | | | | | | | | |
| 5. Regular education students receive reinforcement for positive interactions with the student. | yes | yes | yes | yes | yes | | | | | | | | |
| 6. The student receives reinforcement for positive interactions with regular education students. | yes | yes | yes | yes | yes | | | | | | | | |
| **D. Parents** | | | | | | | | | | | | | |
| 1. The parents of the student understand the intent of Least Restrictive Environment. | yes | yes | yes | yes | yes | | | | | | | | |
| 2. The parents of the student are involved in the planning of their child's IEP goals including participation in integration activities. | yes | yes | yes | yes | yes | | | | | | | | |
| 3. The parents of the student have received assistance in determining ways to integrate their child in the community. | yes | yes | yes | yes | yes | | | | | | | | |
| 4. The parents of regular education students are aware of their child's participation in integration activities. | NO | NO | yes | yes | yes | | | | | | | | |
| 5. The parents of regular education students have signed consent forms for their children to be involved as: (1) peer advocates; (2) peer buddies; and/or (3) peer tutors. | NO | NO | yes | yes | yes | | | | | | | | |

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INTEGRATION PLAN

| Integration Needs | Objectives | Activities/Strategies | Person Responsible | Deadline | Schedule | Date Completed or Modified |
|---|---|---|---|---|---|---|
| • To use a prelanguage or language system in social interaction with regular education teachers and students (Jay - communication notebook)<br><br>• To cooperate with other students in integrated activities (Jay) | 1. To increase communication between Jay and his peers during integrated activities. | 1.1 Tie Jay's communication notebook to his wheelchair.<br><br>1.2 Teach Jay's lunch buddies how to use his communication notebook.<br><br>1.3 Add a communication objective that includes peers to Jay's I. E. P.<br><br>1.4 Observe Jay and his peers during recess. Document if they are or are not using his communication notebook | Kay<br><br>Ms. Cooley<br><br>Ms. Cooley + Jay's parents<br><br>Ms. Cooley | 10/1<br><br>10/15<br><br>12/1<br><br>11/1 | N/A<br><br>daily<br><br>N/A<br><br>2 months | |
| • To use a prelanguage or language system in social interaction with regular ed. teachers & students (Melody - sign) | 2. To increase communication between Melody and her peers during integrated activities. | 2.1 Teach sign language to Melody's peers (3rd graders).<br><br>2.2 Include peer models in Melody's sign language program. | Kay<br><br>Ms Cooley | 1/5<br><br>11/1 | 1 X week<br><br>daily | |

INTEGRATION PLAN

| Integration Needs | Objectives | Activities/Strategies | Person Responsible | Deadline | Schedule | Date Completed or Modified |
|---|---|---|---|---|---|---|
| • To model positive attitudes toward Jason (regular education staff)<br>• To provide Inservice about Jason to all of the staff. | 3. To increase the knowledge of the regular education staff (including the cook & janitor) about Jason's skills, strengths, and limitations. | 3.1 Provide an inservice to all staff - stress Jason's skills and strengths. Discuss his limitations. Show a videotape of what he can do. | Ms. Cooley | 2/15 | N/A | |
| • To dress neatly and appropriately for school (Megan). | 4. To increase Megan's social attractability. | 4.1 Comb Megan's hair for her until she learns how to do it herself.<br>4.2 Add a combing hair objective to Megan's I.E.P. | Kay<br>Ms Cooley + Megan's parents | 10/1<br>1/15 | daily<br>N/A | |
| • To teach social social skills to Tony (need to assess first). | 5. To increase Tony's social skills. | 5.1 Assess Tony's social interaction skills with his peers.<br>5.2 Add social skill objectives to Tony's I.E.P. | Ms. Cooley<br>Ms. Cooley + Tony's parents | 1/10<br>1/20 | N/A<br>N/A | |

INTEGRATION PLAN

| Integration Needs | Objectives | Activities/Strategies | Person Responsible | Deadline | Schedule | Date Completed or Modified |
|---|---|---|---|---|---|---|
| • To increase the awareness of parents of regular ed. students of their child's participation in integrated activities. | 6. To increase involvement of the parents of peers with the activities of the students in the classroom. | 6.1 Send a letter to parents explaining their child's involvement with the students - include a consent form for their child's participation. | Ms Cooley | 2/10 | N/A | |
| | | 6.2 Invite the parents to the Spring Open House. | Ms Cooley | 4/1 | N/A | |
| • To get the school principal to visit the classroom | 7. To increase the principal's awareness of the students and activities that occur in Rm. 3. | 7.1 Plan a special activity or project that will benifit everyone at school (grow flowers to plant outdoors, etc) | Kay | 3/20 | N/A | |
| | | 7.2 Put up the main hall bulletin board. | Kay + Ms. Cooley | 4/1 | N/A | |
| | | 7.3 Plan an 'open classroom' day for all students & staff. | Kay + Ms. Cooley | 4/1 | N/A | |
| • To get assistance from regular ed. staff in supervising students from Rm 3 during lunch, recess + after school | 8. To share (the special ed. teacher + assistant) responsibilities with the | 8.1 Volunteer to organize the annual student Christmas party. | Ms. Cooley | 11/15 | N/A | |
| | | 8.2 Schedule self for bus duty. | Kay | 10/23 | 2X week | |
| | | 8.3 Schedule self for monitoring morning recess. | Ms Cooley | 1/12 | 2X week | |
| • To share school staff responsibilities | | 8.4 Schedule self "out" during a.m. recess. | Kay + Ms. Cooley | 3/1 | 1X week | |

**TEACHING RESEARCH**
**INTEGRATION NEEDS ASSESSMENT**

Nonspecific to Students

Teacher: Classroom:

School: Date:

| Items | Yes/No | Comments |
|---|---|---|
| **A. Physical** | | |
| 1. Facilities are accessible to students with special needs (e.g., bathroom, water fountains, cafeteria). | | |
| 2. The special education classroom is visibly located within the school. | | |
| **B. Regular Staff and School Personnel** | | |
| **General** | | |
| 1. Administration cooperates in meeting special needs of the classroom. | | |
| 2. School principal visits the classroom. | | |
| 3. Regular education staff assist in supervising students from the classroom during regular school activities (recess, lunch, etc.). | | |
| **C. Special Educator's Role** | | |
| 1. Approximately how many weekly contacts does the special education teacher have with the regular education staff? | | |
| 2. Special education teacher shares school staff responsibilities (e.g., attends staff meetings, volunteers at school functions, shares staff duties). | | |
| 3. Special education teacher has extended invitations to administrators, school staff, and students to visit the classroom. | | |
| 4. Special education teacher has provided general inservice for the school staff and students. | | |
| 5. Special education teacher is available to regular education students and school staff (e.g., to answer questions and provide information). | | |
| 6. Special education teacher utilizes school facilities (e.g.,library, media room, teacher's lounge). | | |

**TEACHING RESEARCH**
**INTEGRATION NEEDS ASSESSMENT**

Specific to Students with Handicaps

Teacher: Classroom:

School: Date:

| Items | STUDENTS | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | | | |
| **A. Regular Education Staff** | | | | | | | | | | | | |
| 1. Regular educators model positive attitudes toward the student. | | | | | | | | | | | | |
| 2. Regular education staff, bus drivers, cooks, janitors, etc. have received inservice and/or briefings on the student. | | | | | | | | | | | | |
| 3. The student is integrated into regular school activities or facilities (Record the activities: lunch, recess, assemblies, bus, etc.). | | | | | | | | | | | | |
| **B. Skills of the Student** | | | | | | | | | | | | |
| 1. The student dresses neatly and age-appropriately for school. | | | | | | | | | | | | |
| 2. The student cooperates with regular education staff during integrated activities. | | | | | | | | | | | | |
| 3. The student demonstrates appropriate social behaviors during integrated activities (i.e., refrains from inappropriate sexual behaviors, aggressive behaviors). | | | | | | | | | | | | |
| 4. The student has a prelanguage or language system that he/she uses in social interaction with regular education teachers and students. | | | | | | | | | | | | |
| 5. The student receives training to increase his/her social skills. | | | | | | | | | | | | |
| **C. Interactions Between the Regular Education Students and the Student** | | | | | | | | | | | | |
| 1. Regular education students have opportunities to interact with the students. | | | | | | | | | | | | |

| Items | STUDENTS | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | | | |
| 2. Regular education students and the student cooperate with each other in integrated activities. | | | | | | | | | | | | |
| 3. Regular education students are involved with the student as: (1) peer buddies; (2) peer advocates; and/or (3) peer tutors. | | | | | | | | | | | | |
| 4. The problems, questions, and concerns of regular education students specific to the student are communicated to either the regular or special education teacher. | | | | | | | | | | | | |
| 5. Regular education students receive reinforcement for positive interactions with the student. | | | | | | | | | | | | |
| 6. The student receives reinforcement for positive interactions with regular education students. | | | | | | | | | | | | |
| **D. Parents** | | | | | | | | | | | | |
| 1. The parents of the student understand the intent of Least Restrictive Environment. | | | | | | | | | | | | |
| 2. The parents of the student are involved in the planning of their child's IEP goals including participation in integration activities. | | | | | | | | | | | | |
| 3. The parents of the student have received assistance in determining ways to integrate their child in the community. | | | | | | | | | | | | |
| 4. The parents of regular education students are aware of their child's participation in integration activities. | | | | | | | | | | | | |
| 5. The parents of regular education students have signed consent forms for their children to be involved as: (1) peer advocates; (2) peer buddies; and/or (3) peer tutors. | | | | | | | | | | | | |

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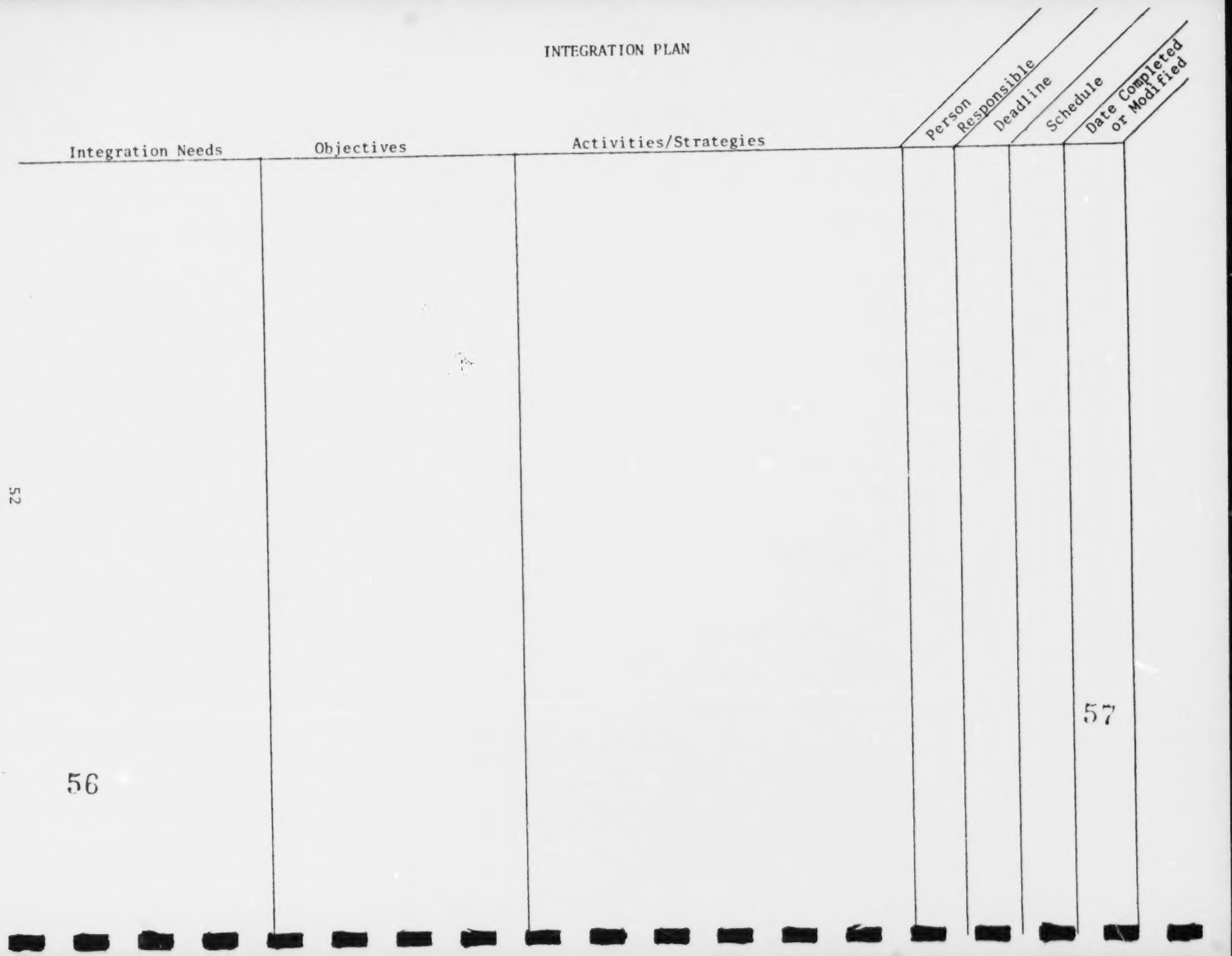
INTEGRATION PLAN
Integration Needs
Objectives
Activities/Strategies
Person Responsible
Deadline
Schedule
Date Completed or Modified
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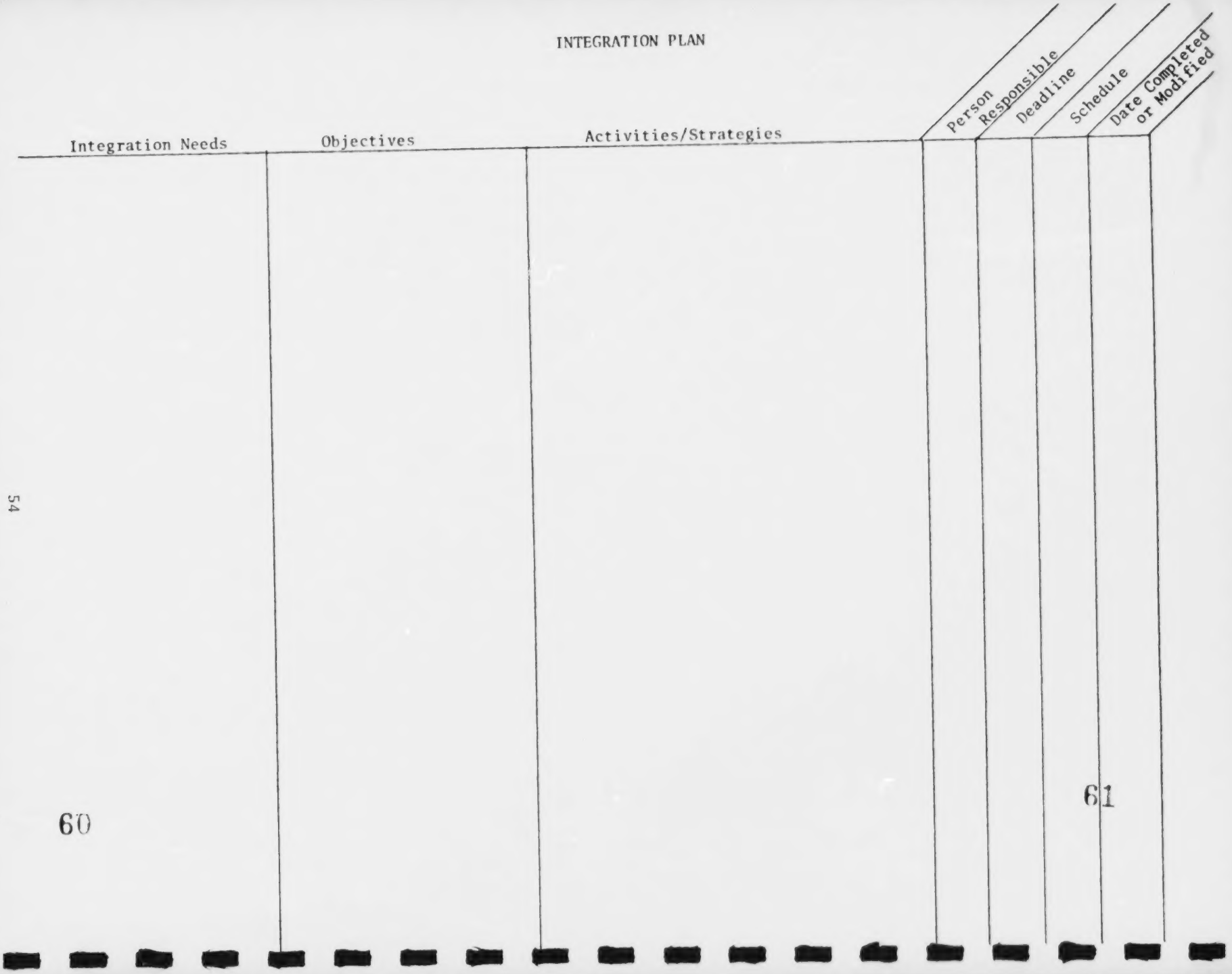
INTEGRATION PLAN

| Integration Needs | Objectives | Activities/Strategies | Person Responsible | Deadline | Schedule | Date Completed or Modified |
|---|---|---|---|---|---|---|
| | | | | | | |

INTEGRATION PLAN



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## APPENDIX B

## Inservice Outline Blank Forms

**TEACHING RESEARCH INTEGRATION PROJECT**
**INSERVICE DEVELOPMENT OUTLINE**

**Directions:** Mark an X for each question that best describes you inservice plan for a specific objective.

**1. How has the need for inservice been determined?**

a. Formal assessment _____
b. Questionaire _____
c. Informal Information _____
d. Observed Behavior _____

**2. Who is your audience?**

a. School Board _____
b. Principals _____
c. Regular Education Staff _____
d. Parents of Nonhandicapped Students _____
e. Parents of Handicapped Students _____
f. Nonhandicapped Students _____
g. Supportive Service Personnel _____
h. Other (specify)_____

**3. What is the general attitude of the audience toward integration?**

a. Very positive and supportive _____.

b. Neutral — (they do not react positively or negatively _____.

c. Opposed or concerned about integration and the placement of handicapped students _____.

**4. What is the primary purpose of the inservice?**

a. To change their attitude _____.

b. To provide additional knowledge _____.

c. To change their behavior or develop skills _____.

d. To change their skills and to facilitate implementation (that they demonstrate these skills with handicapped students) _____.

e. To change their skills so that the interactions/behavior of the handicapped/nonhandicapped students change positively _____.

**5. What is your overall objective?**

_____
_____
_____

**6. What type of inservice will it be?**

a. Very Informal (1:1 Talk) _____
b. 1/2-Hour Presentation _____
c. Workshop _____
d. Other _____

**7. What are the major points that you will make (what is your message)?**

a. _____
b. _____
c. _____
d. _____

**8. What type of media will you use?**

a. Live demonstrations _____

b. Role playing or puppets, etc. _____

c. Slide, tapes, or video _____

d. Overheads _____

e. Guest speakers _____

f. Other (specify)

_____
_____
_____

**9. How will you evaluate your inservice presentation?**

a. Short questionaire or survey (verbal or written) _____.
b. Checklist or observation or the inservice participants to be completed by you or someone else _____.
c. Student change data _____.

**10. When will you do the inservice?** _____

a. before school
b. after school
c. during school day
d. scheduled meetings
e. other

**11. Where will inservice occur?** _____

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## SECTION II

## TEACHING POSITIVE SOCIAL INTERACTION SKILLS TO STUDENTS WITH SEVERE HANDICAPS AND THEIR PEERS

A number of persons conducting research in the area of mainstreaming and social skills training have emphasized that it is naive to expect that simply placing a handicapped student in the same physical location as nonhandicapped peers will result in social benefits to the handicapped pupil (Gottlieb, 1982; Walker, McConnell, Walker, Clarke, Todis, Cohen & Rankin, 1983). Gresham (1981) also stresses that without specific interventions developed to increase social acceptance, modeling, or social skills, improvements in social behavior are not likely to occur. However, research does show that social behavior and social acceptance can improve with the use of specific intervention techniques (Ballard, Corman, Gottlieb, and Kaufman, 1977; Gottman, Gonso and Rasmussen, 1975; Voeltz, 1982; and Walker, et al., 1983). The majority of these interventions have been initiated with students that are mildly handicapped or learning disabled. Guralnick (1980) investigated the interactions between preschoolers with severe handicaps and their peers and found that only minimal interactions occurred. A number of authors working with older students with severe handicaps point out that specialized programming may need to occur if positive interactions are to increase (Hamre-Nietupski and Nietupski, 1981; and Stainback, Stainback, Raschke, and Anderson, 1981).

The types of integration and interactions that are possible depend on a number of variables. These major variables include: (1) the environments and the activities central to the environment; and (2) the specific techniques used to decrease inappropriate social behaviors; and (3) the specific techniques used to increase appropriate social behavior and interactions.

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In the writing of this section of the book the authors chose to refer to students with handicaps as students and students with no apparent handicaps as regular education students, peers or peer partners. This was done to avoid awkward word formations and to aid in the reader's comfort.

While the number of environments that are available for the integration of students with handicaps and their peers may be quite extensive, types of environments have been categorized according to the activities that typically occur within those environments. The following outline lists the major integrated environments that can be used for the purpose of planning integrated activities.

A. Public School

1. Special Education Classroom

   a. Training Activities
   b. Leisure Activities

2. Transition Environments

   a. Hallways
   b. Transportation

3. Nonacademic Environments

   a. Cafeteria
   b. Gym
   c. Assembly
   d. Dances
   e. Sports
   f. Bathroom

4. Academic

   a. Regular Education Classrooms
   b. Guide Room
   c. Library

B. Community

1. Living Environment

2. Work Environment

3. Transition Environments

4. Public Facility Environments

   a. Recreation
   b. Restaurants
   c. Shopping

Opportunities for social interaction within these environments vary according to the activities that typically occur within them. Additionally, the requisite social skills that are necessary to function appropriately within the environments also vary. Basically,

these environments lend themselves to five types of integration. First, regular education students can be utilized as peer tutors in training specific skills to the students with handicaps. This type of integration is often referred to as "reverse mainstreaming" (Poorman, 1980). Second, peer buddies can be trained specifically to assist students with handicaps during integrated events at school or in the community. These activities often lend themselves to opportunities for reciprocal interactions between the peers. Third, peer advocates may be utilized in those environments in which adult supervision may be minimal. These environments, such as hallways, bathrooms, and buses, may be more conducive to short interactions. However, inappropriate behaviors from both students with handicaps and their peers may tend to occur within these environments. Fourth, students with severe handicaps and their peers can be taught to communicate and interact with each other as peer partners or special friends (Voeltz, 1984). These types of interactions usually take place during integrated activities that are directed toward leisure skills. They may take place in the special education classroom, the gym, or in the community, depending on the ages and interests of the students as well as the skills of the student with handicaps. Fifth, the students with handicaps may share facilities such as the library, guide room, and the home economics room. It may not be appropriate to actually "mainstream" students with severe and profound handicaps in these environments, but all students should have access to those facilities. Therefore, all of the types of integration should include a "shared environment" concept so that specific rooms or activities are not labeled.

The objectives of integration should be: 1) an increase in the accepting attitudes of the regular education students, 2) an increase in positive social skills on the part of the student with handicaps, and 3) sustained and positive interactions between the students with handicaps and their peers. These objectives cannot be met if contact between the students is minimal. While increasing the contact may provide more opportunities for positive interactions, it also provides opportunities for negative

interactions. Therefore, it is critical to initiate **specialized programming** concurrently with increasing contact.

In addition to providing inservice to the regular education teachers and students, the special education teacher can use a number of procedures to assure that positive interactions between students with severe handicaps and their peers do occur and are maintained across time. These procedures are directed toward an "active integration model" rather than a passive approach to integration. The procedures include:

- Assessing the social interaction skills of the student with handicaps.
- Teaching the peer partners how to interact with each other.
- Teaching the peer how to communicate with the student with handicaps.

These procedures and techniques to utilize them will be discussed in detail in the following chapters of this section.

## Chapter 1

## Assessment and IEP Planning for Social Interaction Skills

The development of social skills with individuals who are severely handicapped is as important as the development of daily living and vocational skills. If the person with handicaps is to be successfully integrated into the school and community, it is critical that he/she demonstrate appropriate social skills. These skills do not just occur - they often must be taught and the individual must be given opportunities to use them in appropriate environments. Milburn and Cartledge (1981) outline the basic steps for teaching social skills:

1. Defining the behaviors or skills to be taught;
2. Assessing the student's skills and needs;
3. Teaching the needed skills through -
   a. presentation of examples,
   b. requiring specific responses, and
   c. providing feedback;
4. Evaluating the student's progress and the training program; and
5. Providing opportunities for practice, generalization, and maintenance over time.

LaGreca and Mesibou (1979) identified nine major areas of social skills that were related to acceptance from peers of a learning disabled child. These nine areas are smiling, greeting others, joining ongoing activities, extending invitations to others, conversing, sharing and cooperating, complimenting others, physical appearance/ grooming, and play skills. While a number of these areas initially may not be appropriate as short term goals for the student with more severe handicaps, it is interesting to note that many of these skill areas do involve communication.

Many teachers do not include social skills as part of the student's IEP plan, although informally they may target these skills. The importance of social skills to individuals with severe handicaps and the need for documentation of these skills warrant their inclusion on IEP Plans. Objectives in the area of social skills should be written to increase appropriate social skills as well as decrease inappropriate social behaviors. In order to include social skills as an area on the student's IEP, it is necessary to use

an assessment instrument appropriate for students who are severely handicapped and a method of determining the student's progress. This chapter outlines a social interaction assessment for the student with severe handicaps. For social skills assessment and curricula for students that are higher functioning, the reader is referred to Cartledge and Milburn (1980).

**Social Interaction Assessment**

The Social Interaction Assessment is a criterion-referenced instrument that is used to assess the social interactions between students and their peers. The assessment is divided into two major areas: social interaction skills and appropriate behaviors in social contexts. The first area includes both responses and initiations of social interaction skills that are to be increased. A number of these skills are basic receptive and expressive communication skills. The second area includes those behaviors that are critical if the student is to be accepted into social contexts. The purpose of the assessment is: a) to determine the skills and needs of the student in social interactions with peers when the opportunity to interact is available, b) to utilize the assessment results in developing social IEP objectives and training programs, and c) to evaluate student progress in the area of social interactions. A Summary Sheet and Social Skills IEP Planning Worksheet are included in order to utilize the assessment results to make decisions concerning appropriate IEP objectives and to evaluate the student's progress.

Administering the Assessment. Even though the assessment items range from least difficult to more difficult, many of the items do not build on one another. Therefore, it is recommended that the entire assessment be completed because no base or ceilings are established. The items on the assessment can be presented in any order. The following are general directions for administering the test.

1. Recruit at least one peer to assist in the assessment if interactions cannot be observed in ongoing integrated activities.

2. Prior to initiating the assessment, complete the information at the top of the page including the student's name, birthdate, and date of the first assessment. The assessment can be given three times using one assessment

form. It is recommended that the administration of the assessment be repeated every six months so that changes in the student's social skills can be measured.

3. Each social behavior to be assessed is listed on the left hand side of the page under BEHAVIOR. Age appropriate examples are provided for younger children and older students.

4. Data for the first assessment are to be recorded in the first column under DATA. The date for each assessment also is recorded at the top of the column.

5. A column for COMMENTS is provided in order that the person administering the assessment can include additional information. This information may include:

   - The student only demonstrates the skill with a specific peer;
   - The student only demonstrates the skill within a specific activity;
   - The student may be getting attention by not doing the activity; or
   - The way in which the peer responds to the student's behavior.

   Comments may be added when the student demonstrates inconsistent social skills. Often this information can be used to plan social skills programs. For example, if a student is demonstrating a behavior with a specific peer only, a new peer may be paired with the original peer in order to get the skill generalized to new peers.

6. Observe the student and the peer first in an integrated setting (such as a leisure skill activity). Since social interactions may not occur naturally in the integrated environment, many of the assessment items will need to be evoked in a more structured setting. For those items instruct the peer how to interact with the student as described in the item. The assessment also can be used to assess the social skills of the student with other peers who are handicapped.

7. This assessment is designed to assess the student's skill and not the opportunities (or lack of opportunities) that are available within the environment for the skill to occur. Make sure that an opportunity is available for the skill being assessed before recording data.

8. Area II of the assessment (i.e., appropriate actions in social contexts) is designed for the recording of specific **inappropriate** social behaviors that may be demonstrated by the student. On the assessment the behaviors are stated in the negative (i.e., the student is socially appropriate by **not** engaging in the behavior ...) so assessment data are consistent.

Scoring the Assessment. Four types of codes are used to record the student's behavior. These include:

X - Student demonstrates the behavior consistently across different activities, different peers, and across time.

X/0 - Student demonstrates the behavior inconsistently. The behavior is not demonstrated consistently across different activities, peers or time.

0 - Student does not demonstrate the behavior.

NA - Due to the student's physical or sensory handicap, the behavior is Not Applicable for a specific student. However, if the behavior can be adapted, record how it was adapted in the comment section. For example, a student who is blind may orient toward a peer when the peer approaches. This could be recorded as X under the skill, "Looks at peer when the peer approaches."

Administering and scoring the assessment is illustrated in Example 1.

**Example 1**

The peer approaches the student and directs the student to sit in the chair and then gives him/her a toy. The student looks as the peer approaches, stays in proximity, sits in the chair, and then takes the toy (or reinforcer) from the peer.

| Record: | Behavior #: | Data |
|---|---|---|
| | (1) Remains in proximity | X |
| | (2) Looks at peer approaching | X |
| | (8) Follows gesture cue | X |
| | (2) Accepts reinforcer from peer | X |

Summarizing the Assessment Data. The Social Interaction Assessment Summary is used to provide a total score for both areas of the assessment. It is used primarily to determine the difference in scores across repeated administrations to determine if the student has made progress across time.

The date of the administration of the assessment is recorded on the left hand side of the summary. The total number of behaviors that were assessed are recorded for each area (i.e., social interaction skills = 51; appropriate behaviors in social contexts = 8). However, a number of the behaviors listed may not be applicable to a certain student due to perceptual or physical limitations. In those cases only the behaviors recorded as "X=consitently performs, X/0=inconsistently performs, and 0=does not demonstrate" are counted as being assessed. Also other inappropriate behaviors may be exhibited in addition to the behaviors listed under "Appropriate Behaviors in Social Contexts". If this occurs, then the total number of behaviors in Section II can increase.

Next, count the number of correct responses - **only those behaviors that the**

**student performs consistently** - and record the number in the column "Number of Correct Responses". Then divide the number of correct behaviors by the number of total responses assessed for a percentage score (see example 2). This information is recorded in the "Percent of Behaviors Performed Consistently" column.

**Example 2**

Number of correct behaviors = 40
Number of total behaviors = 51$\overline{x100}$ = 78%

Obtaining a Change Score. When percentage scores have been obtained across two or more administrations of the social interaction assessment, change scores - indicating a student's progress across time - can be obtained. The percentage score for each area of the assessment (Social Interaction Skills with Peers and Appropriate Behaviors in Social Contexts) for the second administration is subtracted from the first score. The percentage score from the third assessment is also subtracted from the first score to obtain a "change score" across at six-month and one-year period. The teacher also will want to track the number of programs in each area that were implemented and completed by each student. For an example see Table 1.

**Developing Social IEP Objectives**

The **Social IEP Planning Worksheet** has been developed to assist the teacher in selecting tentative IEP objectives based on the assessment data. The worksheet is distributed to the IEP planning team (particularly the parents) prior to the student's IEP so that they can have information regarding both the social skills displayed by the student and the social behaviors that are possible training goals.

Completing the Worksheet The worksheet is completed by filling in the information at the top of the page and then completing Area I (Social Interaction Skills with Peers) and Area II (Appropriate Behaviors in Social Context). The following are specific directions for completing each area. An example of a completed Social IEP Planning Worksheet is shown in Table 2.

Table 1. Example of assessment change scores across time

SOCIAL INTERACTION ASSESSMENT

SUMMARY

| | Area | Total Number of Social Behaviors Assessed | Number of Behaviors Performed Consistently | Percent of Behaviors Performed Consistently | Change Score |
|---|---|---|---|---|---|
| 1st Administration Date Jan 7 | I. Social Interactional Skills | (all those that are applicable) 51 | 40 | $\frac{40}{51}$ = 78 % | |
| | II. Appropriate Actions in Social Contexts | 12 | 10 | $\frac{10}{12}$ = 83 % | |
| 2nd Administration Date May 5 | I. Social Interactional Skills | 51 | 41 | $\frac{41}{51}$ = 80 % | 2% |
| | II. Appropriate Actions in Social Contexts | 12 | 12 | $\frac{12}{12}$ = 100 % | 17% |
| 3rd Administration Date Jan 20 | I. Social Interactional Skills | 51 | 45 | $\frac{45}{51}$ = 88 % | 10% (from 1st administration) |
| | II. Appropriate Actions in Social Contexts | 12 | 12 | $\frac{12}{12}$ = 100 % | 17% |

1. Area I: Social Interaction Skills with Peers

   - Select the five highest skills that the student does demonstrate and list under "skills".
   - Select the first five behaviors (needs) that the student does not demonstrate or demonstrates inconsistently. List these under "needs". **List inconsistent behaviors before those the student does not display.**

2. Area II: Appropriate Behaviors in Social Context

   - List only the inappropriate social behaviors that are to be decreased.
   - Record specific baseline data (frequency, rate or duration) if they are available. Baseline data will need to be collected prior to implementing a behavior program.

Table 2. Example of a Completed Social IEP Planning Worksheet

**Area I: Social Interaction Skills with Peers**
(list social skills that need to be trained)

| Skills | Needs |
|---|---|
| 1. Approaches the peer when peer has a reinforcing object (#3) | 1. Consistently looks at peer when peer calls name (#6) |
| 2. Accepts touch from peer as social reinforcer and assist (#4) | 2. More consistently observe peer in motivational activity (#7) |
| 3. Looks at the peer when peer approaches (#5) | 3. Observe peer activating new objects or in new activities (#12) |
| 4. Gives an object to peer when an adult requests (#8) | 4. Responds to peer's directives — paired with gestures (#9) |
| 5. Responds to peer by smiling (#13) | 5. Demonstrates recognition of familiar/ nonfamiliar peers (#10) |

**Area II: Appropriate Behaviors in Social Context**
(list specific inappropriate behaviors)

| | Baseline Data (Frequency or Rate) |
|---|---|
| 1. Pinching — other students | $\bar{X}$ .23 per minute (Average of 3 10 minute samples at intervention time) |

In cooperation with the IEP team, determine if the inappropriate behaviors should be decreased before positive social interaction behaviors are trained. These decisions should be based upon:

- the severity of the inappropriate behavior
- the reactions of peers to the behavior
- the location in which the inappropriate behavior occurs
- the level to which the inappropriate behavior might interfere with the positive social interactions

The IEP goal should be written as an observable behavior that can be measured. Specify the date when training is to be initiated; the evaluation measure (e.g. probe or continuous data, frequency, percent correct, rate) the criteria and the schedule for training. Also, if it is appropriate for the behavior to generalize across different persons and settings, those criteria should be added to the IEP objective. This is illustrated in example 3.

**Example 3**

> John will approach a peer in a reinforcing activity when directed by the trainer, for at least one time in a 10 minute activity for 4 out of 4 sessions and generalize this skill across 2 new peers and 2 new activities (or with different reinforcing objects). Initiated October 1, conducted 2 times per week.

One of the most difficult decisions will be to determine appropriate criterion for meeting social objectives. This is because social behaviors should fall within a normative range of behaviors and there is no one optimal level of responding for social behavior across different settings. For example, the trainer may be teaching a student (John) how to get the attention of his peer partner (Lisa) by tapping her on the shoulder. A number of taps in certain situations (e.g., during lunch) is appropriate; the same number of taps in other situations (e.g., during a school assembly) is inapproprite. Van Houten's article (1979) on social validation is a good source for information on how to set appropriate criterion levels for social behaviors. Other suggestions to consider are:

- How many opportunities would naturally be present in the period that has been scheduled? For example, only two greetings (hi/bye) per peer typically would occur in an interaction between two persons.

- If possible, obtain natural rates of the behaviors that are being targeted by collecting data on mildly handicapped students so that a type of norm is established. For example, some behaviors, "offering an object", can become too frequent and become inappropriate. You will not only be teaching the student a new social skill, but you will also be teaching under what conditions the skill is to be demonstrated and the frequency of the social interactions.

**Summary**

The information in this chapter provides the reader with a description of the Teaching Research Social Interaction Assessment and a method for formulating potential social IEP goals for students with severe handicaps. Included are directions on how to administer the assessment, complete the social IEP planning worksheet and write social IEP objectives. Examples of a completed assessment and IEP planning worksheet (in addition to blank copies) are located in Appendix A.

It is recommended that the social skills be trained within both task-related and

social activities (Certo & Kohl, 1984) so that the social skills are trained as a part of age-appropriate, integrated activities.

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## Chapter 2

## Social Interaction Training

This chapter of the manual describes **social interaction training**, the component of the Teaching Research Integration Project that was developed to help teachers systematically program activities to assure that positive social interactions occur and are maintained across time between students with handicaps and their peers. The social interactions that are taught to the "peer partners" (a student with handicaps and a student without apparent handicaps that are paired together) are: (1) nonlanguage interactions such as participating in cooperative activities, imitating, and following directions; (2) prelanguage interactions such as pointing and gesturing (intentional communication without formal language); and (3) language interactions which are talking, signing, or using a communication board (intentional communication with a formal language system).

The major components of social interaction training are: (1) arranging for training to occur; (2) selecting appropriate teaching strategies; (3) reviewing the social interaction training guidelines; (4) measuring interaction between the peer partners; and (5) modifying the training if positive interactions and social skills are not increasing or maintaining. A summary sheet of the major components of social interaction training are included in Appendix B.

### Arranging for Training to Occur

The teacher should attempt to increase positive social interactions between students and their peers during naturally occurring integrated events such as recreation/leisure time, community activities, or events during the school day (Gaylord-Ross, Stremel-Campbell, and Storey, 1984). There are a number of environmental variables (i.e., trainers, times, settings, activities and materials) that can have a significant impact on social interaction between the peers. For students with limited social or communication skills the teacher may need to select and arrange these variables

so opportunities for positive social interactions will occur. The following are some suggestions for selecting these variables.

Select the social interaction trainer. The selection of the social interaction trainer is the first consideration because it is the responsibility of the trainer to design and conduct the training sessions. The trainer should be an adult who is in the classroom at least two times each week during the school year. It also is helpful if the person selected as the trainer has good rapport with the other students in the school.

Select a time and setting. The next step is to select a time and setting specifically for social interaction training. In a typical public school, there are a number of settings available for integration of students with handicaps. Opportunities for increased interactions and the appropriateness of possible interactions vary within each of these settings. For example, a student may be mainstreamed into a homeroom classroom, but it is an inappropriate setting in which to attempt to increase social interaction between the students. During homeroom, students are expected to focus their attention on the teacher. Settings selected for social interaction training need to be ones in which interaction between the students will not interfere with other school or classroom activities.

It is just as important to select a time for social interaction training that will encourage rather than discourage participation from potential peer partners in the school. Scheduling training during times that will not interfere with their own socialization times will help. This is of particular importance when working with middle school and high school students. The trainer determines the frequency and duration of the social interaction training sessions based upon the needs of the students and the length of time available for training. Most trainers conduct the sessions on a regular schedule (e.g., two times a week for 15 minutes) that is determined in conjunction with the regular education staff.

Select a peer. There are many questions and little information concerning

appropriate peers for students with severe handicaps. The majority of the information available is from studies that have been conducted with preschool children with mild or moderate handicaps. The teachers (preschool to junior high special education teachers) who worked in conjunction with the Teaching Research Integration Project had many positive and some negative experiences with peer partners of students. Their experiences have been summarized and compiled into a list of suggestions for teachers to consider when selecting a peer. These suggestions are:

- Select a peer who is within two years of age of the student.
- Select a peer for whom the student indicates a preference.
- Select a peer who will continue attending the same schools as the student.
- Select a peer who is familiar to the student.
- Conduct an integrated activity with a small group of students. Select a peer who is comfortable and interested in becoming peer partners with a student.
- Ask the student who he/she would like for a peer partner.

Select activities and materials. One of the most important steps in arranging the environment for social interaction training is selecting appropriate activities in which to teach social interaction between the peer partners. A variety of activities and materials will help keep the peers interested in each other and will encourage more interaction between them.

Quilitch and Risley (1973) demonstrated that some toys are primarily "isolate" (played with by one child at a time), and other types are "social" (played with by two to four children at a time). They suggest that educators can create environments which, through the selection of appropriate play materials, would serve to maximize children's opportunities to practice social and cooperative play behaviors. Therefore, the social interaction trainer should try to use materials that generally are used by more than one person at a time. Sometimes the peer partners will prefer "isolate" materials to the "social" materials selected by the trainer. In these situations, the trainer can use a strategy, "cooperate goal structuring" (Rynders, Johnson, Johnson, and

Schmidt, 1980) in which "isolate" materials or activities can be used to increase social interaction between the peer partners. This strategy is described in further detail later in this chapter.

The most important aspect of selecting activities and materials for social interaction training is to choose a variety that are enjoyable to both of the peers. The following are additional suggestions for the trainer to consider when selecting activities and materials for social interaction training. A compilation of activities that have been used by social interaction trainers are listed in Table 1. Activities for elementary age students can span both groups with the teacher eliminating those that are not age appropriate.

- Select activities that the student has most of the skills to perform.
- Select activities that provide natural opportunities for varied interaction.
- Select activities, materials, and/or interactions that the peer partners can use in other settings (i.e., the playground during recess). This will help facilitate generalization of interaction between the peers to other settings and situations.

Table 1. Activities for Social Interaction Training

| YOUNGER STUDENT | OLDER STUDENTS |
|---|---|
| *Playing with blocks | *Taking turns shooting baskets |
| *Playing with cars and trucks | *Playing darts on a Velcro Dart Board |
| *Taking turns jumping on a small trampoline | *Playing Frisbee golf |
| *Taking turns rocking on rocking horse | *Going to the store |
| *Swinging on swing | *Going to the snack bar |
| *Rolling ball back and forth | *Making a scrapbook |
| *Playing in make believe kitchen | *Cooking |
| *Singing | *Painting |
| *Playing outside on equipment | *Making a collage |
| *Dancing | *Playing Table games - Dominoes; Sorry |
| *Playing tape recorder/record player | *Playing Video games |
| *Putting on lotion | *Playing records/albums |
| *Eating Snack | *Playing radio |
| *Making simple snacks | *Going to a restaurant |
| *Blowing bubbles | *Bowling |
| *Taking turns activating toy | *Playing cards |
| *Riding/pulling wagon | *Playing Simon |
| *Playing musical instruments | *Looking at books or magazines |
| *Playing with dolls | *Playing a Juke Box |
| *Playing "dress-up" | *Dancing (appropriate context) |
| *Playing with clay | *Playing tape recorder |
| *Playing at sand table | *Playing Pinball |
| *Playing with Lite Brite | *Riding bikes |

## Selecting Appropriate Teaching Strategies

There are a number of strategies the social interaction trainer can use to increase positive interaction between the peer partners. These strategies can be used singularly or in conjunction with one another. Determining which strategies to use depends upon the amount of adult support the peer partners need to initiate and sustain interaction between each other. The extent of trainer support is dependent upon the social, communicative, and cognitive skills of the student with handicaps. Individuals with higher levels of skills will require less trainer support during the interactions (Figure 1). Subsequently, individuals with limited social, communicative and cognitive skills will require greater environmental manipulation and trainer support (Stremel-Campbell, Campbell & Johnson-Dorn, 1984).

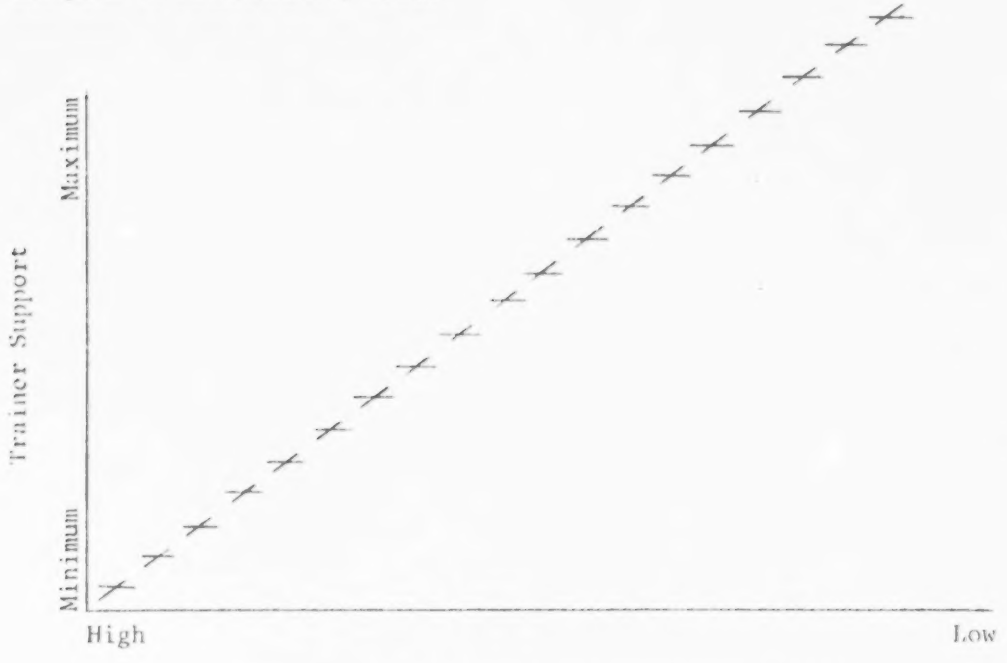


Figure 1. Extent of Trainer Support (Stremel-Campbell, et al., 1984)

The following is an explanation of different strategies that can be used to increase positive social interaction between students and their peers. These strategies can be grouped into three categories: (1) peer mediated interventions (Strain, 1981); (2) trainer mediated interventions; and (3) environmental mediated interventions.

Peer mediated interventions. Peer mediated interventions are strategies in which the peer partner is taught, prior to the interaction time, how to provide interaction opportunities to the student. Two of the basic peer assisted interventions are **peer modeling and peer social initiations** (Strain, 1981).

**Peer modeling** involves having the peer partner model (either through live demonstration or on film) specific, positive social behaviors to the student. This strategy usually is used in conjunction with other strategies, specifically, reinforcement and role play provided by the social interaction trainer. **Peer social initiations** is a strategy in which the peer partner is taught by the social interaction trainer to deliver "social bids" or social invitations to the student. Use of this strategy also includes reinforcement and role play provided by the social interaction trainer.

Strain (1981) concluded that the peer social initiation strategy was more advantageous to use than the peer modeling strategy. He based this conclusion on several factors, the most important being that the peer initiation strategy is more successful with students than the peer modeling strategy. However, available data indicate (Strain, Kerr, & Ragland, 1979) that more information is needed regarding how to use this strategy in a way that will facilitate generalization.

Trainer mediated interventions. Trainer mediated interventions are strategies in which the peer partner and the student are taught by the trainer how to interact with each other during the interaction time. These strategies include using: (1) cues, (2) reinforcement, (3) demonstration, (4) role play, and (5) partial participation.

The first strategy, **cueing** is used by the trainer to tell the peers what to do. Cues can range from subtle "hints" or suggestions (e.g., "John really likes bubbles.") to

direct instructions (e.g., "Use the bubbles."). Initially cueing should be used in conjunction with reinforcement. The following are suggestions for the social interaction trainer when using a cueing strategy:

- Change the activity or try another type of interaction if the peers don't use a suggestion, or if they don't want to join in the activity.
- Use language that the peers understand. For example, say "Get him to look at you," rather than "Be sure to get eye contact."
- Feel free to cue both peers.
- Don't over-cue. This only will encourage the peers to rely on the trainer for information on how to interact with each other. Use a delay technique of waiting for the peers to initiate interaction.
- Fade cues as quickly as possible.

As a teaching strategy, **reinforcement** can be used alone or in conjunction with any of the other intervention strategies. Suggestions for the social interaction trainer who uses a reinforcement strategy are:

- Be subtle when reinforcing the peer partner.
- Do not interrupt or inhibit interaction between the peers by reinforcing them. Try to make reinforcement as unobtrusive as possible to interaction.
- Use only social reinforcement unless it has been determined that the peers need additional reinforcers to motivate them to interact with each other. Some preschool teachers use reinforcement charts, stickers, or a special activity at the end of the session to motivate specific peers.

**Demonstration** can be used by the trainer to show the peers how to interact with each other. Demonstrations particularly are useful when teaching the peer partner how to communicate with the student. They also can be helpful when teaching the student how to take turns, share, greet, etc. The following are suggestions for the social interaction trainer using demonstration as a strategy for increasing positive social interaction between peer partners:

- Keep the directions and actions simple in the demonstration.
- Act as a peer rather than as a teacher when demonstrating the interaction. This will encourage the peers to interact with each other as equals rather than one peer acting as the teacher and the other as the student.
- Accept approximations of the action demonstrated.

Another teaching strategy is **role play.** Role play is used to "act out" the interactions before they actually occur between the peer partners. Using role play can help prepare the peers for what will happen during the interaction. This strategy can be very successful if it is used in the correct manner. Usually, role play is used only with the peer partner. Some suggestions for the trainer on using role play are:

- Make the peer as comfortable as possible when using this stragegy.
- Portray the student in a realistic but positive manner.
- Reverse roles and have the peer partner portray the student. This can be helpful when teaching the peer how the student uses his/her communication system. For example, the trainer asks the peer how she would ask for more juice if she couldn't talk. The peer might extend her glass to the juice can or point to her glass to request. This behavior possibly could be encouraged when she interacts with the student.

The trainer also can use, as a supplement to other training strategies, the **principle of partial participation** (Baumgart, Brown, Pumpian, Nisbet, Ford, Sweet, Messina & Schroeder, 1982). The principle of partial participation is the orientation that persons with severe handicaps should not be excluded from activities they only can partially perform, but rather that the activity, skill, environment, or their performance should be altered in some way so they can participate as fully as possible.

As a trainer intervention, partial participation takes the form of assistance provided to the student so he/she can participate at least partially in the activity. The assistance provided to the student refers to verbal, gestural, physical, or supervisory assistance provided by the social interaction trainer.Other types of partial participation will be discussed later in this chapter. The following are important points to consider when providing assistance to the student:

- Adapt the materials, skills, or rules whenever possible. This is the most preferred type of partial participation the trainer can use.
- Only provide the level of assistance that the student needs to participate in the activity.
- Provide the assistance in an unobtrusive manner.
- Begin fading the assistance immediately.

Environmental mediated interventions. Environmental mediated interventions are strategies in which the trainer "sets up" the interactions or the environment so that opportunities for positive interaction will occur between the peer partners. This intervention strategy can be used singularly or in conjunction with other strategies. Included in this intervention strategy are: (1) cooperative activity completion; (2) arrangement of the physical environment; and (3) partial participation.

**Cooperative activity completion** is a strategy that was defined by Rydners, Johnson, Johnson, and Schmidt (1980) as cooperative goal structuring. They conducted a study in which they found that teaming students in groups to complete a task or activity was more effective in producing positive interaction between students with handicaps and their peers, that other strategies traditionally used by teachers. Cooperative activity completion can be used during social interaction training by having the peers complete projects or use objects together. This strategy also allows the trainer to use toys or objects that are referred to as "isolate" (Quilitch & Risley, 1973) because the peers can use them at the same time. Some examples of how trainers can use this strategy are: (1) teaming peers together to work on one puzzle; (2) teaming peers together to compete as a team in a sign language spelling bee; and (3) teaming peers together to compete as a team when playing pinball. There are numerous possibilities for increasing positive interaction between peer partners by using this strategy.

The trainer should **arrange the physical environment** of the social interaction training setting so it is conducive to positive interaction between the peers. Peers that can't see each other, are cold, or are distracted will have a difficult time interacting with each other. Some suggestions for arranging the physical environment are:

- Position the peers so they can see or orientate themselves toward each other. Young children attempting to interact with a peer in a wheelchair may need something to stand on so they can see over the wheelchair tray.

- Make sure the peers are not too hot or too cold. If it is a cold, windy day, have them wear their coats outside or stay inside. If it is hot outside, have them interact with each other in the shade.

- Be sensitive to the noise level in the interaction setting. It should be quiet enough for the peers to hear each other.

- Arrange for the peers to interact with each other in settings that are comfortable to them. The setting should not be too large or too small.

There are four different ways the **principle of partial participation** can be used to change the environment so more opportunities for a positive social interaction can occur between the peers. The trainer can: (1) adapt the way in which the skill or activity is performed; (2) adapt the materials used in the activity; (3) change the rules of the activity; or (4) add rules to the activity. Each of these will be discussed below:

- Activities can be adapted so the student can participate. For example, a preschool student with no verbal prelanguage or language skills was unable to join a small group of her peers in a singing activity. The trainer adapted the activity by having the student provide music for the singing. In this way, the student was able to participate with her peers.

- Materials can be adapted so students with handicaps can participate in activities with age appropriate peers. However, a specific material should not be selected solely because it is available or convenient to use with a student (Baumgart et al., 1982). Some examples of adapted materials are: (1) color coded dominoes; (2) velcro covered mitt and ball; (3) switch operated tape recorder; and (4) switch operated toy. A variety of adapted switches (joy stick, push panel, grasp switch, etc.) can be made by the trainer to help students participate in activities they otherwise would miss. A good source on adapted switches that easily can be made is: More Homemade Battery Devices for Severely Handicapped Children with Suggested Activities. This book can be ordered from: Linda J. Burkhart
  8315 Potomac Avenue
  College Park, MD 20740

- An easy adaptation that can be made is to change the rules of the game or activity. For example, a middle school student with limited physical ability attempted to play "pick-up-sticks" with his peer partner. Unfortunately, he was unable to pick up a stick without touching other sticks (a rule of the game). The rules were adapted so he had to pick up only one stick but was allowed to touch the other sticks. The original rules remained the same for his partner. In this way, the peer partners were able to play a game they both enjoyed.

- An adaptation that can be helpful when working with young children is to add rules to the activity. This can help structure the activity so increased interaction can occur between the peer partners. A rule that commonly is added to activities is turn taking. The trainer structures the activity so the peers take turns activating an object, working on a joint project, etc.

## Reviewing the Social Interaction Training Guidelines

The social interaction guidelines (Appendix C) were developed to assist the trainer in teaching social interaction skills to the peer partners. A guideline is written for and corresponds to each social behavior on the social interaction assessment (Chapter 1). Some of the finer points of conducting social interaction training are generic to all of the guidelines. They are as follows:

- The social interaction trainer must establish a rapport with the peer partner. This can be accomplished by engaging in informal conversations, joking, and interacting with the peer partner in other settings. A rapport between the trainer and peer partner is essential for successful social interaction training.
- The social interaction trainer always should participate in the training sessions in a social interactive manner. This will encourage the peer partner to act as a peer rather than as a teacher when interacting with the student.
- A number of social and communication skills can be targeted for training during any one social interaction training session. The trainer should use the social interaction assessment and a communication assessment to determine a group of skills that could be targeted concurrently. Social skills such as sharing and turn taking always can be encouraged during this time.
- The session should be fun for both of the peer partners. It is the responsibility of the trainer to keep the activity moving and interesting. Most trainers use several different activities during one session to keep the interest of both peers.

The following is an explanation of how the guidelines are written, and how they might be used by the social interaction trainer. This was done to avoid confusing statements. A complete copy of the social interaction training guidelines can be found in Appendix C.

Clarification of the behavior. The first part of each guideline is a clarification of the behavior. The underlined segment illustrates how the item appears on the assessment. Example of social behavior 20 is illustrated in Example 1:

Example 1

**Social Behavior 20** **Initiates getting a peer involved in a cooperative activity.** The student initiates involving the peer in an activity in which they both can participate.

Suggested age appropriate materials/activities. This part of the guidelines is an example of how the trainer might teach the skills by using materials and/or activities that are age appropriate to the peer partners. Suggested age appropriate materials/activities for social behavior 20 are illustrated in Example 2.

Example 2

**A. Suggested age appropriate materials/activities**: Use objects and activities that the peers can use or do together.

EXAMPLES

| Younger | Older |
|---|---|
| Activity: Pat-a-Cake | Activity: Frisbee |
| The student starts pat-a-cake and then touches the peer partner's hand to get him/her to join the game. | The student gives the peer partner a frisbee and then waits for him/her to throw it. |

Considerations for the peer partner. Most trainers concentrate their attention on the student with handicaps. Therefore, this section - considerations for the peer partner - was included to give the trainer some ideas on how to work with the peer. This is illustrated in Example 3.

Example 3

**B. Considerations for the nonhandicapped peer partner**: Teach the peer partner to recognize requests (i.e., giving peer partner frisbee) from the student. Do this in a positive way (i.e., Look, he wants you to play frisbee, that's neat!) in order to encourage the peer partner to start recognizing requests from the student on his/her own.

I.E.P. measurement and evaluation. Each guideline includes a suggested method for collecting student performance data on the specified social behavior. Throughout the guidelines, three different measurement techniques are suggested (MacLeod, Andrews, & Grove, 1980). They are:

- **Duration recording** -- The observer records the duration of the target behavior that occurs during a specified period of time. Using this method, the total duration of the target behavior can be measured per session.
- **Interval recording** -- The observer divides the observation session into several separate but equal time periods. If the target behavior occurs at any time during an interval, it is noted as having occurred during that interval. Using this method, the number and percent of intervals during which the target behavior occurred can be determined.
- **Event recording** -- The observer counts the number of times the target behavior occurs during a specified period of time. Using this method, the frequency and the rate of the target behavior can be determined.

All of the examples in the guidelines are for training sessions that occur twice a week for 15 minutes each session. The frequency and duration of the session are determined by the trainer and depends upon the peers, the amount of time available, and the interaction skills being taught. An example of I.E.P. measurement and evaluation for social behavior 20 is shown in Example 4.

Example 4

C. **IEP measurement and evaluation:** Use an event recording observational technique. Count the number of times the target behavior (initiates getting a peer involved in a cooperative activity) occurs during a prespecified period of time.

EXAMPLE

| | Monday | Thursday |
|---|---|---|
| # initations getting peer involved in cooperative activity | 111 | 11 |

The student initiates getting peer involved in a cooperative activity an average of 2.5 times in a 15 minute period of time.

Special notes. The special notes category is for any further information the social interaction trainer may need regarding teaching the social behavior to the peer partners (see Example 5).

Example 5

D. **Special Notes:** These must be tasks or activities the peers do together.

**Measuring Interaction Between the Peer Partners**

The method of measuring progress toward social goals usually is specified during the student's I.E.P. meeting. The **Social Communicative Interaction Checklist - Side 1** was developed for the trainer to document and track these skills as well as other social and communication skills that may be targeted during the training session. **Side 2** of the checklist was developed for the trainer to evaluate the arrangement of the training environment.

Social/Communicative Interaction Checklist - Side 1. The top part of the checklist is completed by writing in the names of the peer partners, the date, and the setting where the training occurs. The trainer also fills in the "target behaviors" and "activities/objects" part of the form. **Target behaviors** refers to those behaviors the trainer hopes to impact through social interaction training. These include social and communication skills that are and are not on the student's I.E.P. The trainer writes these skills in the blank boxes under "Target Behaviors" (see Example 6). The trainer

Example 6

Teaching Research Integration Project
SOCIAL/COMMUNICATIVE INTERACTION CHECKLIST
SIDE 1

Peer Partners: Sandra / Kelly

Settings: home - in living room

Date: April 14

| | TARGET BEHAVIORS | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Activities/Objects | * Remains in proximity to peer | Approaches peer with R item | Observes peer | Accepts item from peer | Requests item | | | | | | |
| water toy (basket ball) | 2 min | ✓ | | | | | | | | | |
| bubbles | 3 min 20 sec | ✓ | ✓ | | ✓ | | | | | | |
| rocking horse | 4 min 10 sec | N/A | ✓ | N/A | ✓ | | | | | | |
| | | | | | | | | | | | |
| | | | | | | | | | | | |
| | | | | | | | | | | | |
| | | | | | | | | | | | |

should star (*) behaviors that are on the I.E.P. for ease in tracking and compiling those data. The trainer also lists the **activities or objects** used during the training sessions (see Example 6). This helps the trainer keep track of types of interactions the student has across different objects and activities.

The form is completed by recording (with tally marks or checks) the interactions that occur with different materials or during different activities. If the student is assisted to complete an interaction, the trainer marks the initial of the person who did the assisting next to the check mark (e.g., N in Example 6). A frequency, duration, or interval count for specific behaviors (i.e., ones on the IEP) also can be marked on the form. These are illustrated in Examples 7, 8 and 9. Other behaviors are marked with a check or tally mark meaning that the behavior occurred.

Example 7. Frequency Recording

Teaching Research Integration Project
SOCIAL/COMMUNICATIVE INTERACTION CHECKLIST
SIDE 1

Peer Partners: Gail / Jane

Settings: Play Area - Preschool

Date: May 3

| | TARGET BEHAVIORS | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Activities/Objects | * initiates contact with peer | looks at peer when asked | accepts objects | observes peer | | | | | | | |
| Top | III | ✓N | ✓ | ✓ | | | | | | | |
| Toy truck | | ✓ | ✓peer | ✓ | | | | | | | |
| Mr. Music | | | ✓peer | ✓ | | | | | | | |
| Lego's | 1 | | | ✓ | | | | | | | |
| | | | | | | | | | | | |
| | | | | | | | | | | | |
| | | | | | | | | | | | |
| | | | | | | | | | | | |
| | | | | | | | | | | | |

*Behaviors on the I.E.P.

Recommendations for next training session:
1. Gail doesn't seem interested in Lego's - don't use next time
2.
3. Use more toys that move
4.

## Example 8. Duration Recording

Teaching Research Integration Project
SOCIAL/COMMUNICATIVE INTERACTION CHECKLIST
SIDE 1

Peer Partners: Gavin / John

Date: May 1

Settings: Play Area — Preschool

| Activities/Objects | TARGET BEHAVIORS | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Gives to/Comments to peer | * Observes peer | Accepts objects from peer | * Observes peer playing | | | | | | | | |
| Musical Flute | ✓ | 3 min | ✓N | 1 min 10 sec | | | | | | | | |
| Walking Bug | ✓ | 1 min 20 sec | | 40 sec | | | | | | | | |
| Bubbles | ✓ | 30 sec | ✓N | 20 sec | | | | | | | | |
| Walking Squirrel | ✓ | 2 min | | 1 min 30 sec | | | | | | | | |
| | | | | | | | | | | | | |
| | | | | | | | | | | | | |
| | | | | | | | | | | | | |

## Example 9. Interval Recording

Teaching Research Integration Project
SOCIAL/COMMUNICATIVE INTERACTION CHECKLIST
SIDE 1

Peer Partners: Jenna / Hal

Date: March 23

Settings: Central Middle School

| Activities/Objects | TARGET BEHAVIORS | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | * Observes peer | Gives objects to peer | Accepts objects peer | Requests items from peer | Social (Initiates / Responds) | | | | | | | |
| Gets ☎ (purse) | ✓ | | ✓H | ✓(purse) | ✓H | | | | | | | |
| Goes to snack bar | 0 0 0 | | | | | | | | | | | |
| Indicates item wants | ✓ ✓ | | | ✓ | ✓A | | | | | | | |
| Pays for item | 0 | | | | ✓H | | | | | | | |
| Goes to place to consume item | ✓ ✓ | | | | | | | | | | | |
| Consumes item | 0 0 0 | | | ✓ | | | | | | | | |
| Throws away garbage | 0 | | ✓ | | | | | | | | | |
| Returns to classroom | ✓ 0 0 | | | ✓H | ✓ | | | | | | | |
| | Scan Scan Scan Scan | | | | | | | | | | | |

Social/Communicative Interaction Checklist - Side 2. This side of the checklist (see Example 10) is used by the trainer to evaluate the arrangement of the social interaction training environment. Usually, the trainer uses the information gathered on the checklist as a self-evaluation to ensure that he/she is arranging the training environment in a way that is conducive to positive interaction between the peer partners.

The trainer completes the checklist by writing in his/her name, the date, the classroom, and the activities used for training. The rest of the checklist is filled out by the trainer after the session. Each item is marked "+" or "-" in the yes/no column. There also is a space at the bottom of the checklist to write in suggestions for improvement. An example of a completed checklist is illustrated in Example 10.

Example 10. Completed Social/Communicative Interaction Checklist - Side 2

**Teaching Research Integration Project**

**SOCIAL/COMMUNICATIVE INTERACTION CHECKLIST**
**SIDE 2**

Name: Karen / Todd  Classroom: Highland Elementary

Date: March 6  Activities: Organized game of catch out on playground

| ARRANGEMENT OF THE ENVIRONMENT | YES/NO | Comments |
|---|---|---|
| 1. Does the activity provide opportunities for natural interactions to occur? | yes | |
| 2. Does the peer understand what he/she is expected to do? | yes | They like this game |
| 3. Does the peer understand how to communicate with the target student - Is he using the student's communication system? | yes | But always need to remind them to talk + sign |
| 4. Does the activity provide variation or are activities varied so that the peer does not become bored? | yes | but only do this activity once in a while |
| 5. Is the activity age appropriate? | yes | |
| 6. Is the peer partner interested in the activity? | yes | |
| 7. Does the student have the skills to partially participate in the activity? | NO | -Get some velcro covered mitts! |
| 8. Is the environment comfortable (not too large/small, not too warm/chilly)? | yes | |
| 9. Is the activity conducted in an appropriate setting? | yes | |
| 10. Is the activity/materials arranged to promote communication? | yes → | but there could be more with a different activity |
| 11. Is the activity monitored by someone? | yes | |
| 12. Are other skills being targeted? (Is this more of a peer tutoring activity? | NO | Only communication + social skills |

**Recommendations:**

1. Get some velcro covered mitts
2. Work on getting the peer partners to wait for their peers to initiate
3. pre language communication to request (hold out mitt toward partner, etc).

## Modifying Training

Social interaction training should be modified in some way if positive interaction is not increasing or being maintained between the peer partners. The trainer should look for increased or maintained positive interaction between the peer partners in both the training sessions and other less structured environments (e.g., recess, lunch, after school). The modifications the trainer can make depends upon the environment in which positive interaction is not occurring. Generally, the trainer should start with increasing positive interaction during the training sessions and then concentrate on maintaining those interactions in the natural setting. Suggestions of training modifications, based on the setting and the problem, are presented in Table 2.

## Summary

Social interaction training is a specific procedure of teaching students with handicaps and their peers to interact with each other. The information in this chapter describes procedures for selecting a peer partner for the student, arranging specific training activities, arranging a time for training, selecting appropriate teaching strategies and modifying the training when increased interaction does not occur. Also described are the social interaction training guidelines and the Social/Communicative Interaction Checklist, a checklist used for tracking social/communicative skills taught during the session and evaluating the arrangement of the training environment. The information in this chapter provides the reader with a complete description of how to design, implement, and modify social interaction training sessions.

Table 2. Social Interaction Training Modification Chart

| Setting where interaction is not increasing or maintaining | Problem | Possible Modifications |
|---|---|---|
| Social Interaction Training Setting | There is little rapport between the trainer and the peer partner. | . Set up times for the trainer and the peer partner to interact and build a positive relationship.<br>. Change peers.<br>. Change the trainer. |
| Social Interaction Training Setting | There is little rapport between the trainer and the student. | . Change the trainer. |
| Social Interaction Training Setting | The peer partner shows little or no interest in the training sessions. | . Socially reinforce the peer's participation in the training sessions.<br>. Ask the peer to pick out the activities or materials to use during the session.<br>. Set up a reinforcement system (e.g., tickets for ice cream, stickers) for the peer's participation. |
| Social Interaction Training Setting | The peer partner makes unfavorable comments about the student. | . Discuss the comments/concerns with the peer.<br>. Change activities so the student participates in a different way.<br>. Have another peer model how to interact with the student.<br>. Change peers. |
| Social Interaction Training Setting | The peers appear to be bored. | . Ask the peers what they want to do (activity has to be done together).<br>. Change activities. |

Table 2, cont.

| Setting where interaction is not increasing or maintaining | Problem | Possible Modifications |
|---|---|---|
| Social Interaction Training Setting | The peers are distracted. | . Change the setting of the training sessions.<br>. Change the time of the training sessions. |
| Social Interaction Training Setting | The peer partner interacts with the student in a supervisory manner. | . Model appropriate ways to interact with the student.<br>. Role play appropriate interactions with the peer partner.<br>. Change peers. |
| Social Interaction Training Setting | The peer partner prefers to interact only with the trainer. | . Schedule a time to interact only with the peer partner.<br>. Arrange to have the peer partner select the activities and lead the interaction session.<br>. Socially reinforce the peer's participation in the sessions.<br>. Set up a reinforcement system (e.g.,stickers, free time, etc.) for the peer's participation. |
| Social Interaction Training Session | The student displays inappropriate behaviors during the session. | . Use a highly reinforcing activity for the training session activity.<br>. Implement behavior management techniques during the session.<br>. Postpone social interaction training until the behavior is under control (only for severe behaviors). |

Table 2, cont.

| Setting where interaction is not increasing or maintaining | Problem | Possible Modifications |
|---|---|---|
| Social Interaction Training Setting | The peer partner displays inappropriate behaviors during the session. | . Use a highly reinforcing activity for the training session activity.<br>. Implement behavior management techniques during the session.<br>. Change peers. |
| Natural Setting | The peer partners do not see each other outside of the training setting. | . Rearrange the environment (e.g., recess time, lunch time) so the peer partners have opportunities to interact.<br>. Change peers to students who do have an opportunity to interact. |
| Natural Setting | The peer partners do not appear to have anything to do together. | . Teach the peer partners games and activities during social interaction training that they can do together during free time.<br>. Make the activities/games used during social interaction training available during free time. |
| Natural Setting | The peer partners do not know how to communicate with each other. | . Teach the peer partners communicative initiations and responses they can use during their free time or between classes. "Hi" and "good-bye" are necessities.<br>. Make sure that any special equipment or communication devices of the peers are available all of the time. |

## Chapter 3

## The Role of Communication in Social Interaction Training

Social interactions can be broadly categorized into both communicative and noncommunicative interactions in which the major function of communication is the sharing of a message between two or more persons who exchange roles of sender and receiver. Changes in the communicative behavior of individuals with more severe handicaps have the potential to affect social integration, particularly if the communication skills are trained in conjunction with other social behaviors. The utilization of integrated settings for training additional communication skills and related social skills offers a number of additional advantages.

1. Communication serves as a more appropriate means to engage in many social interactions (such as initiating interactions, maintaining interactions, resolving conflicts, and terminating interactions).

2. The variation of activities across integrated settings increases: (a) the opportunities for communicative interactions; (b) the need for communication; and (c) the content of the information being communicated.

3. The diversity of the activities, events, materials, and persons within integrated settings provides the range of stimuli to form the discriminations and generalizations that are necesary for effective communication.

4. Other persons involved in the integrated settings can learn to be more effective in communicating with individuals with handicaps.

5. Age appropriate peers can serve as models to both teachers and students to determine appropriate criteria for the types and rates of communicative behavior (Warren, 1977).

In order for the trainer to train a peer partner to communicate with the student, it is important that the trainer is able to effectively arrange the environment and provide cues and consequences to increase the communication between the students.

The purpose of this chapter is to provide the reader with an overview of communication training within integration activities. One of the major theoretical perspectives of the integration project is that social and communication skills are central to the success individuals with severe handicaps in integrated environments.

A second perspective is the importance of targeting both receptive and expressive communication skills. Many individuals with severe handicaps may require numerous prerequisite skills and years of training before they acquire a formal language system (such as manual signs, speech, or other symbolic language systems). Other individuals with severe handicaps may never acquire a formal language system. However, the lack of a formal language system does not mean that the individual cannot communicate or have a basic understanding of the communication of others. The preceeding statements are not intended to be pessimistic but rather to point out to the reader that years of valuable training time can be wasted in attempting to teach an individual manual signs or speech if that individual is not currently demonstrating some basic interactions with his environment and exhibiting prelanguage communication behaviors. The following definitions are provided to clarify the terms "communication, language, and modality."

> **Communication** is used to refer to social interactions in which a message is exchanged between a speaker and a listener with or without a system of rules governing the structure of the message. The message may reflect a request, a question, a statement, an exchange of information of some type. This message may be exchanged via assisting the person, looking at the listener, using objects, pointing, gesturing, or via a symbolic system, such as, speech (English, French, Japanese) or manual signs.
>
> **Language** is used to refer to an abstract set of symbols (spoken words, written words, signs) that represent an object, action, person, or event and a system of rules that govern the way in which the symbols will be ordered within an utterance. Each symbol or set of symbols has a specific meaning.
>
> **Modality** is used to refer to the "channel" or form in which the message is exchanged. In order to communicate a "speaker" must have a response system of some type. This response system may range from a simple (eye gaze) system to very complex (speech) system.

Three major variables must be considered in either programming (increasing) communication skills or in interacting with the student with special needs. These variables include: 1) Communication Mode, 2) Communication Function, and 3) Functional Content and Opportunities.

**Communication Mode**

The individual must receive communication from others in order to hold up his

end of the partnership as well as to initiate communication. In other words communication involves reception of a message as well as having the means to express a message. Even though it may be necessary to conceptualize these two component skill areas (reception and expression) separately, we cannot train effective communication interactions without considering their relationship within a social interaction. Therefore, the selection of an effective communication system used in social interactions across integrated settings must include both input and output mediums.

The selection and/or adaption of effective and efficient communication systems, therefore, must consider the needs and skills of the individual student and the peer partner; the materials, activities, and events within each integrated setting; the natural environmental cues that are a part of the social content; the purpose of the social interaction; and the evaluation of the effectiveness of the communication exchange and quality of the interaction.

It is outside the scope of this chapter to discuss the complexities of the specific assessment data necessary to make decisions concerning the selection of primary vocal or nonvocal language systems. However, it is critical that the "interactive" variables of communication are included within the selection process. The expressive and receptive communication process can be divided into three major areas.

1. Intentional Behavior - in which the student reacts to specific environmental stimuli that may include person-oriented stimuli or object-oriented stimuli. Persons within the environment may respond to these behaviors differentially and increase the probability of intentional communication.

2. Intentional Prelanguage Communication - in which the student purposefully recognizes the other partner and communicates a message without symbols such as signs, speech, or Bliss for a specific social function.

3. Language Communication - in which the student discriminatively uses symbols to communicate a message for specific social functions.

Basically, a student may purposefully communicate by a prelanguage system or a language system. Prelanguage communication includes an interaction in which a

message is exchanged by nonverbal means. The following behaviors are examples of prelanguage communication.

- reach to touch
- eye gaze - a certain amount of head control is often necessary for eye gaze to be used effectively.
- touch or manipulate person
- use of objects - extending objects which requires a grasp, reach motor response or manipulating an object to communicate.
- extending hand - palm up
- pointing - a pointing response may include a direct finger point, or a stylus (or stick) attached to the head, chin or some part of the body. The point may be directed to an object, a picture, a written word, or a symbol of some type.
- manual device - the response may include a manual device (a touch plate, a toggle switch, a roll bar) that may be activated by any part of the body.
- gestures - gestures that represent an object, an action, or the function of an object may be used. These gestures require gross motor movements.

A language behavior includes those behaviors that are symbolic, directed toward a listener and have a message (such as signs, speech, or any abstract symbol). A student may be using a system of both prelanguage and language behaviors. Emerging language systems may include object boards or picture boards. More abstract forms of language systems include:

- manual signs - a system of more complex motor movements or gestures in which the sign may or may not look like the object, the action, or the function of the object.
- language boards - with symbols, such as Rebus, Bliss or written words.
- speech - speech involves one of the most complex motor movements. In order to achieve intelligible (understandable) speech, a consistent and controlled stream of air is necessary to be brought up past the vocal cords (which need to function in unison) to the oral cavity in which the oral structure, tongue, teeth and lips serve as articulators to form the specific sounds and sequence these sounds (vowels and consonants) into words. Hundreds of muscles and nerves are involved in working together to form speech.

As a group, individuals referred to as having severe/profound handicaps demonstrate a wide range of communicative skills both across and within the three

areas of a communication continuum. Voeltz (1984) emphasizes that peers must learn functional communication and social strategies if a meaningful social exchange is to occur. Not only is it necessary to train the student to use communicative acts within an interaction, it is equally important initially to teach the peer initially, "to observe and respond to behavior as communication," and secondarily, "to observe, recognize, and respond to prelanguage behavior as a means of communication."

If a student is communicating by means of a language system (speech approximations, manual signs, communication books), it may be necessary to train the use of an additional communication system across the integrated environments. A student may communicate initially by touching the object/person, extending objects, extending his hand, nodding yes/no, and gesturing. Another student may point to pictures in conjunction with the use of any of the prelanguage behaviors in the majority of integrated settings. Students who typically communicate with manual signs may need to be taught to use picture cards to communicate their wants and needs to persons within the community who do not recognize sign language. Four points are important to the selection of an extended communication system:

1. The system must be effective in getting the message across to the other person in the most socially appropriate way;

2. The system must be efficient in that the interaction is maintained in a positive manner based on the speed with which the message is transmitted;

3. The system may need to be adapted or modified so that it does not interfere pysically with the overall interaction; and

4. The content for the system should be selected by analyzing the integrated activity (Brown, Branston, Hamre-Nietupski, Pumpian, Certo, Gruenewald, 1979) in order to determine the specific objectives, activities, and skills for the interaction, as well as to determine the apropriate time for the interaction and persons involved in the interaction (Schutz, Williams, Iverson & Duncan, 1984).

Thus, in order for the communication exchange to be successful, the focus of training may need to include the student, the peers within the integrated settings, and organizing the activities within the integrated environment (Stainback & Stainback,

Raschke, & Anderson, 1981).

**Communication Function**

Before students can communicate, there must be a reason or a purpose for them to communicate. There must be opportunities for them to initiate communication as well as to respond to the communication from others. While integrated settings have the potential to increase the opportunities for communication, direct training within those environments is often necessary, especially for students with more severe handicaps. Opportunities for communication also set the occasion for different social, communicative functions to be trained (e.g., offering, questioning, commenting). The context, gestures, and intonation will need to be taken into account to determine the purpose of the student's communication utterance or how persons within the interaction respond to the student's prelanguage or language behavior. The following are types of communication functions:

Request Object/Action - The student demonstrates a "Request" function if his response is directly related to obtaining an object or action.

Request Attention - The student taps, calls, or says "look" to get your attention.

Protest - The student demonstrates a "protest" function if his response can be understood by the listener as meaning no, I don't want, etc. The response must be a prelanguage or language behavior.

Social - Any social function, such as hi/bye, please, thank you, fine.

Comment - The student demonstrates a comment, statement or label function (declarative) if his response is simply pointing something out to the listener, "That mine," seeking confirmation, or if the student answers "yes/no" to a "Is this a _____?" question.

Permission/Question - The student demonstrates a "question" function if his response contains a rising inflection (speech) or a shrug of his shoulders (sign) or looking around for the object (as in questioning "Where is ball?"), or permission "Go?, Can I?".

Offer - The student demonstrates an offer function if he extends objects or asks "want cookie?" for the purpose of giving something to someone else without getting a tangible R+ in return.

**Functional Content**

It is also important that the student communicate about a specific want/need or aspect of his/her interactions with the environment. A student may need to be taught that he/she must point to a specific object (such as in a two-choice task) or sign a specific sign so that the listener can discriminate what message the student is making. Content for training communication includes the functional and age-appropriate objects/referrents, persons, actions, and events that are referred to by means of prelanguage or language behavior. The developmental literature indicates that young children learn their first words by "doing" and that those words represent the "here and now". Since students with severe handicaps often demonstrate limited generalization (Wehman and Hill, 1982), they too need to learn to communicate about specific referrents that are common to routine activities. Just as importantly, they need to learn these referrents as a part of a social, routine context so that the referrents (object/persons) are meaningful and functional. Therefore, the specific content that is trained (work, finish, move, store, swim, etc.) should be trained as a function of "participating" within the activity and not be used as prerequisites before students are allowed to be integrated.

**Procedures to Increase Communication in Social Interaction**

Communication should not be targeted in isolation but rather within other social interactions, such as leisure skills, daily living skills, and community activities (Gaylord-Ross, Stremel-Campbell & Storey, 1984). Therefore, the strategies to be discussed are applicable to the communication skills discussed earlier as well as other social skills. The selection of the strategies that are effective to increase interpersonal social skills will depend upon the amount of support the student and the peers need to initiate and sustain interactions between one another. These strategies may be used singularly or in conjunction with one another. The extent of environmental and trainer support necessary to increase interactions will be dependent upon the social, communicative,

and cognitive skills of the students. Individuals with higher levels of skills will require less trainer support during the interaction. Subsequently, individuals with limited social, communication, and cognitive skills will require greater environmental manipulation and trainer support.

Six different categories of cues are provided in Table 1. These categories represent levels of minimal assist - from the least amount of trainer assistance to the most assistance. Initially the trainer will provide more models and prompts in order to increase communication. As the student begins to respond correctly at this level, these cues should be faded so that the student will respond to direct cues and eventually to indirect and environmental cues. Since our overall goal is for a student to respond and to initiate at approximately a 40%-60% range (40% initiations, 60% responses or 40%

Table 1. Levels of Cueing for Communication

**Environmental Cues - to increase initiations**

- Arrangement of materials
- Routines

**Indirect Cues - to increase initiations**

- Focused attention - "Jonnny - it's your turn."
  "Jonnny - look what we have."
- Nothing is free - Require student to request what is wanted or needed.
- "Playing naive" - Require the student to express himself at the level he is capable.

**Direct Cues**

- Demand for communication - "Tell me what you want."
- Wh questions - "What do you want?"
- Yes/no questions - "Do you want an apple?"

**Prompt Cues**

- Closure - "You need a ____." Student responds "napkin."
- Gesture/sign prompts - "You have a napkin." Student signs, napkin.
  "You have a ____" while signing cracker.
  Child student says "cracker."
- Verbal prompt for a sign response

**Model**

- Prelanguage - Trainer models the gesture, "no" - Student imitates gesture.
- Sign - Trainer models the sign cheese. Student imitates the sign.
- Verbal - Trainer models, "juice." Student imitates "juice."

**Physical Assist** (use fading procedures so less assistance is gradually provided)

- Prelanguage Responses
- Sign

responses, 60% initiations), the trainer will want to provide environmental cues, indirect cues, as well as a portion of direct cues. This cueing system can be used for both the student as well as the peer partner to increase their communicative interactions.

Initially, primary reinforcers may be necessary to increase the student's responses. However, it is critical that the consequences provided by the trainer also include appropriate social consequences. This does not mean that these consequences should consist of only specific verbal feedback, "Very good"; rather, the trainer's consequence should be directly related to the communication behavior from the students. For example, consequences should involve responding to the student in an interactive manner.

For the students with limited communication and imitation skills or nonvocal language systems, training may be necessary for the peer partner. The individuals within the communicative interaction must have a "shared system of communication" in which the partner learns to use and receive additional prelanguage behaviors, learns manual signs, or learns the functions of a communication board. Some students may understand speech and use signs or a communication board for an output mode. However, peer partners who are trained to use the student's language system will serve as models and will learn to be more tolerant of the time it may take to transmit a message. Also, the student is more likely to utilize the augmentative system (and not revert back to gestures, unintelligible speech or vocalizations) if the peer shares the communication system. Knowing the manner in which the student communicates sets the occasion for communicative interactions to occur, but does not assure that these interactions will occur. Often, additional training and arrangements of the environment will be necessary. A number of features of the training should include:

1. Training or facilitating a proper position for communication;
2. Training the peer to use specific cues to increase the student's responding and initiating;
3. Providing the peer with specific knowledge concerning what the student can communicate about.

Peers who interact with students displaying physical or sensory handicaps need to learn the importance of their position when communicating. Young peers interacting with students in wheelchairs may need to be placed on a platform or in a position that allows for interactions. Often, peers will push the student in a wheelchair and talk to the student without establishing eye contact. The student's efforts at establishing or maintaining eye contact may force them out of the most appropriate physical positioning. Additionally, interactions with students with auditory and visual impairments may require attention to the peers' method of approach and positioning.

Older peers may need to learn to reduce the complexity of their language and to provide different types of communication to increase the student's initiations and appropriate responses. Guralnick and Paul-Brown (1980) found that nonhandicapped preschool children adapted their communication according to the communication competence of a listener with different levels of developmental levels. However, these data cannot be generalized to older students and adults (Siegel, 1963) without supporting data. The types of communication cues used by teachers (Table 1) can also be used by peers so that more independent communicative behavior occurs between the student and the peer.

**Summary**

Not only is communication an essential part of social interaction but integrated activities may also provide the context to develop and expand the student's communication system. The student's skills within communication training or in adult interactions should parallel the role that his communication plays within social interaction training. For a more detailed communication assessment and curriculum, the reader is referred to the **Communication Placement Assesment** (Stremel-Campbell & Clark Guida, 1984) and the **Communication Curriculum** (Stremel-Campbell, Clark Guida & Johnson-Dorn, 1984).

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## APPENDIX A

**Example of a Completed Social Interaction Assessment and Blank Forms**

SOCIAL INTERACTION ASSESSMENT
Teaching Research Integration Project

Student's Name: Angie
B.D.: 10-20-74 Age: 8 - 11mo
Person Administering Test:

Date of 1st Assessment: 10-4 Score I 14% II 91%
Date of 2nd Assessment: Score
Date of 3rd Assessment: Score

| 1. SOCIAL INTERACTION SKILLS WITH PEERS<br>Behaviors | Age Appropriate Examples/Context<br>Younger | <br>Older Profoundly Handicapped | Dates<br>10/4 | | | Comments |
|---|---|---|---|---|---|---|
| 1. Remains in proximity to a peer in a reinforcing activity. | Child/student does not leave area when peer approaches (snack, meals) | | X | | | |
| 2. Accepts reinforcer from the peer. | Toy or edible | Edible, money, reinforcing object | X | | | |
| 3. Approaches the peer when peer has a reinforcing object. | Peer has a toy | Peer has a coke | X | | | |
| 4. Accepts touch from the peer as a reinforcer or as the peer assists. | Peer assists in "helping" during play | Peer assists getting lunch ticket | X | | | |
| 5. Looks at the peer when the peer approaches. | Peer approaches to push wheelchair | Peer approaches to go on outing | X | | | In socially reinforcing situations or routines |
| 6. Looks at the peer when the peer calls the student's name. | | | X/0 | | | |
| 7. Observes the peer in a motivational activity. | Looks at peer pouring juice | Looks at peer during lunch activity | X/0 | | | |
| 8. Gives an object to the peer when an adult requests. | Gives Johnny the book | Give Mark your money | X | | | |
| 9. Responds to the peer's directives when they are paired with gestures. | Come, give me, no, here, etc. | Stop, pick up, put | 0 | | | Working on this in Communication Training also |
| 10. Demonstrates recognition of familiar/non-familiar peers. | Smiles at or approaches familiar peers | | 0 | | | |
| 11. Accepts an object from the peer (object is not a primary reinforcer). | - toy | - cup | 0 | | | |
| 12. Observes the peer activating a new or unfamiliar object. | A mechanical toy | Putting money in the pop machine | X/0 | | | |
| 13. Responds positively to interaction with the peer by smiling. | While peer activates a toy or comm. device | While playing Simon | X | | | |
| 14. Cooperates in some way with peer when the activity is peer initiated. | Pulls string for "See & Say" as peer holds it | Stirs as peer holds bowl | 0 | | | |
| 15. Responds nonverbally to a greeting from peer. | Waves | Smiles/waves | 0 | | | |
| 16. Looks at an object or person when the peer points to the object or person. | Points to the playground | Points to the door | 0 | | | |
| 17. Initiates smiling at the peer. | Smiles at peer playing and talking | Smiles at peer as peer gives lunch ticket | 0 | | | |

| I. SOCIAL INTERACTION SKILLS WITH PEERS<br>Behaviors | Age Appropriate Examples/Context<br>Younger | Older Profoundly Handicapped | Dates<br>1/4 | | | Comments |
|---|---|---|---|---|---|---|
| 18. Takes turns activating an object with an adult monitoring. | Jumping on small trampoline | Activating Simon | 0 | | | |
| 19. Imitates peer's model for a non-language task. | Claps hands | Giving money to store clerk | 0 | | | |
| 20. Initiates getting a peer involved in cooperative activity. | Puts ball next to peer and sits on floor | Puts Simon in front of peer | 0 | | | |
| 21. Shares with the peer. | Offers peer a cracker | Gives peer part of cake | 0 | | | |
| 22. Responds to verbal/sign directives from the peer (no gestures are given). | "Get your coat" | "Open the door" | 0 | | | |
| 23. Responds non-verbally to questions from the peer. | "Where is Sue?" - student looks | "What do you need?" - student gets money | 0 | | | |
| 24. Initiates helping the peer. | Holds bowl while peer stirs | Holds peer's coat while peer ties shoes | 0 | | | |
| 25. Attends to the peer signing, talking, or using a communication board. | Watches peer sign "Get the apple" | Watches peer using communication board | 0 | | | |
| Responds to the peer's communication with a prelanguage response by: | "What do you want?" | "What do you want?" | | | | |
| 26. assisting the peer | Pushes peer's hand toward milk | Guides peer to coat | 0 | | | |
| 27. touching the peer or an object | Looks at peer, touches plate | Looks at peer, touches game to play | 0 | | | |
| 28. extending an object to the peer | Extends container to be opened | Extends cup for more coffee | 0 | | | |
| 29. extending his/her hand toward the peer to request an object | Extends hand for lotion | Extends hand for glasses | 0 | | | |
| 30. gesturing | "Who's coat is this?" - gestures mine | "Are you finished?" - nods "yes" | 0 | | | |
| 31. pointing to an object or location to request "get it/let's go" | "Where should we go?" - points to outside | "Where should we go?" - points to sink | 0 | | | |
| 32. offering an object to a peer to get the peer to act | "What do you have?" - shows picture | "Where are your glasses? - shows | 0 | | | |
| 33. Imitates the peer's language (verbal sign/communication board). | Says "Go" | Signs, "finish" | 0 | | | 116 |
| 34. Initiates communication with a peer to protest the peer's actions by pushing away/frowning/vocalizing/gesturing (prelanguage) | Peer takes toy, student vocalizes | Peer reaches for coat, student pushes away | 0 | | | |
| Initiates communication with a peer to request by: (prelanguage) | | | | | | |
| 35. assisting the peer to help | Pushes peer's hand toward toy | Pushes peer's hand to get "more" money | 0 | | | |

| I. SOCIAL INTERACTION AKILLS WITH PEERS | Age Appropriate Examples/Context | | Dates | | | |
|---|---|---|---|---|---|---|
| Behaviors | Younger | Older Profoundly Handicapped | 10/4 | | | Comments |
| 36. touching object/looks at the peer | Touches cracker box - looks at peer | Touches vending machine | 0 | | | |
| 37. extending objects to get the peer to act on them | Hands cup to peer for "more" milk | Hands empty can to peer to put away | 0 | | | |
| 38. extending hand to get the peer to give something | Extends hand to get cup | Extends hand to get spoon | 0 | | | |
| 39. pointing to indicate desired object | Points to the ball | Points to the organ/ video game | 0 | | | |
| 40. using gestures to request | Gestures "mine" | Gestures "I don't know?" | 0 | | | |
| 41. greeting peer | | | 0 | | | |
| Initiates communication to get attention (prelanguage): | | | | | | |
| 42. tapping/tugging/using an attention getting device | Tugs at peer to come | Taps peer to get attention | 0 | | | |
| 43. pointing | Points to teacher to get peer to look | Points to school bus | 0 | | | |
| 44. showing (getting peer to attend to object or get confirmation) | Shows toy to peer | Shows new watch to peer | 0 | | | |
| 45. Responds to the peer with a language response (sign, verbal). | "What do you need?" - signs, "paper" | "Where are we going?" - points to "store" on communication board | 0 | | | |
| 46. Responds to Yes/No questions with a language response. | Do you want this? says "No" | | 0 | | | |
| 47. Initiates communication with the peer using a language behavior (verbal. sign, communication board). | Says, "No" | Signs, "Help" | 0 | | | |
| 48. Uses the peer's name to get peer's attention. | Says, "Johnny" | Signs, "Mark" | 0 | | | |
| 49. Points out the peer's actions to another person (prelanguage or language). | | | 0 | | | |
| 50. Shows the peer how to do something. | Shows peer how to turn on a toy | Shows peer where the sugar is kept | 0 | | | |
| 51. Requests an answer from a peer. | Says "go" as in "Where are you going?" | Points to a new person with question, facial gesture | 0 | | | |

| II. APPROPRIATE BEHAVIORS IN SOCIAL CONTEXTS<br>Behaviors | Age Appropriate Examples/Context<br>Younger | Older Profoundly Handicapped | Dates<br>10/4 | | | Comments |
|---|---|---|---|---|---|---|
| Student is socially appropriate by not engaging in behaviors injurious to others: | | | | | | |
| 1. hitting | | | X | | | |
| 2. kicking | | | X | | | |
| 3. pulling hair | | | X | | | |
| 4. pinching | | | 0 | | | Decrease - Only pinches peers |
| 5. spitting | | | X | | | |
| 6. Student is socially appropriate by not engaging in self-destructive behaviors. | | | X | | | |
| 7. Student is socially appropriate by not throwing objects/destroying objects. | | | X | | | |
| 8. Student is socially appropriate by not publically engaging in socially unaccepted behaviors (masturbation, taking down pants). | | | X | | | |
| 9. Student is socially appropriate by not demonstrating inappropriate vocalizations. | | | X | | | Student vocalizes ~~for~~ protest but I feel that this is appropriate. |
| 10. Student is socially appropriate by not demonstrating self-stimulation behaviors and drawing negative attention to himself. | | | X | | | |
| 11. Student is socially appropriate by not touching other students inappropriately. | | | X | | | |
| 12. Student is socially appropriate by not engaging in inappropriate behavior to gain attention (laughing at nothing, spilling things, etc.). | | | X | | | |

SOCIAL INTERACTION ASSESSMENT

SUMMARY

| | Area | Total Number of Social Behaviors Assessed | Number of Behaviors Performed Consistently | Percent of Behaviors Performed Consistently | Change Score |
|---|---|---|---|---|---|
| 1st Administration Date 10-4 | I. Social Interactional Skills | (all those that are applicable) 51 | 7 | $\frac{7}{51}$ = 14 % | |
| | II. Appropriate Actions in Social Contexts | 12 | 11 | $\frac{11}{12}$ = 92 % | |
| 2nd Administration Date | I. Social Interactional Skills | | | ___ = % | |
| | II. Appropriate Actions in Social Contexts | | | ___ = % | |
| 3rd Administration Date | I. Social Interactional Skills | | | ___ = % | |
| | II. Appropriate Actions in Social Contexts | | | ___ = % | |

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## SOCIAL I.E.P. PLANNING WORKSHEET

Name: Angie

Date: 10-4 (1st)

---

Area I: Social Interaction Skills with Peers

(list social skills that need to be trained)

| Skills | Needs |
|---|---|
| 1. Approaches the peer when peer has a reinforcing object (#3) | 1. Consistently looks at peer when peer calls name (#6) |
| 2. Accepts touch from peer as social reinforcer and assist (#4) | 2. More consistently observe peer in motivational activity (#7) |
| 3. Looks at the peer when peer approaches (#5) | 3. Observe peer activating new objects or in new activities (#12) |
| 4. Gives an object to peer when an adult requests (#8) | 4. Responds to peer's directives – paired with gestures (#9) |
| 5. Responds to peer by smiling (#13) | 5. Demonstrates recognition of familiar/ nonfamiliar peers (#10) |

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Area II: Appropriate Behaviors in Social Context

(list specific inappropriate behaviors)

| | Baseline Data (Frequency or Rate) |
|---|---|
| 1. Pinching – other students | $\bar{X}$ .23 per minute (Average of 3 – 10 minute sampl at interaction time |
| 2. | $\bar{X}$ .40 per minute (3 – 10 minute samples at free time) |
| 3. | |
| 4. | |
| 5. | |

Note: If specific baseline data is available record in frequency column.

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SOCIAL INTERACTION ASSESSMENT
Teaching Research Integration Project

Student's Name: _____

B.D.: _____ Age: _____

Person Administering Test: _____

Date of 1st Assessment: _____ Score ____

Date of 2nd Assessment: _____ Score ____

Date of 3rd Assessment: _____ Score ____

| I. SOCIAL INTERACTION SKILLS WITH PEERS<br>Behaviors | Age Appropriate Examples/Context<br>Younger | <br>Older Profoundly Handicapped | Dates | | | Comments |
|---|---|---|---|---|---|---|
| 1. Remains in proximity to a peer in a reinforcing activity. | Child/student does not leave area when peer approaches (snack, meals) | | | | | |
| 2. Accepts reinforcer from the peer. | Toy or edible | Edible, money, reinforcing object | | | | |
| 3. Approaches the peer when peer has a reinforcing object. | Peer has a toy | Peer has a coke | | | | |
| 4. Accepts touch from the peer as a reinforcer or as the peer assists. | Peer assists in "helping" during play | Peer assists getting lunch ticket | | | | |
| 5. Looks at the peer when the peer approaches. | Peer approaches to push wheelchair | Peer approaches to go on outing | | | | |
| 6. Looks at the peer when the peer calls the student's name. | | | | | | |
| 7. Observes the peer in a motivational activity. | Looks at peer pouring juice | Looks at peer during lunch activity | | | | |
| 8. Gives an object to the peer when an adult requests. | Gives Johnny the book | Give Mark your money | | | | |
| 9. Responds to the peer's directives when they are paired with gestures. | Come, give me, no, here, etc. | Stop, pick up, put | | | | |
| 10. Demonstrates recognition of familiar/non-familiar peers. | Smiles at or approaches familiar peers | | | | | |
| 11. Accepts an object from the peer (object is not a primary reinforcer). | - toy | - cup | | | | |
| 12. Observes the peer activating a new or unfamiliar object. | A mechanical toy | Putting money in the pop machine | | | | |
| 13. Responds positively to interaction with the peer by smiling. | While peer activates a toy or comm. device | While playing Simon | | | | |
| 14. Cooperates in some way with peer when the activity is peer initiated. | Pulls string for "See & Say" as peer holds it | Stirs as peer holds bowl | | | | |
| 15. Responds nonverbally to a greeting from peer. | Waves | Smiles/waves | | | | |
| 16. Looks at an object or person when the peer points to the object or person. | Points to the playground | Points to the door | | | | |
| 17. Initiates smiling at the peer. | Smiles at peer playing and talking | Smiles at peer as peer gives lunch ticket | | | | |

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| I. SOCIAL INTERACTION SKILLS WITH PEERS | Age Appropriate Examples/Context | | Dates | | | |
|---|---|---|---|---|---|---|
| Behaviors | Younger | Older Profoundly Handicapped | | | | Comments |
| 18. Takes turns activating an object with an adult monitoring. | Jumping on small trampoline | Activating Simon | | | | |
| 19. Imitates peer's model for a non-language task. | Claps hands | Giving money to store clerk | | | | |
| 20. Initiates getting a peer involved in cooperative activity. | Puts ball next to peer and sits on floor | Puts Simon in front of peer | | | | |
| 21. Shares with the peer. | Offers peer a cracker | Gives peer part of cake | | | | |
| 22. Responds to verbal/sign directives from the peer (no gestures are given). | "Get your coat" | "Open the door" | | | | |
| 23. Responds non-verbally to questions from the peer. | "Where is Sue?" - student looks | "What do you need?" - student gets money | | | | |
| 24. Initiates helping the peer. | Holds bowl while peer stirs | Holds peer's coat while peer ties shoes | | | | |
| 25. Attends to the peer signing, talking, or using a communication board. | Watches peer sign "Get the apple" | Watches peer using communication board | | | | |
| Responds to the peer's communication with a prelanguage response by: | "What do you want?" | "What do you want?" | | | | |
| 26. assisting the peer | Pushes peer's hand toward milk | Guides peer to coat | | | | |
| 27. touching the peer or an object | Looks at peer, touches plate | Looks at peer, touches game to play | | | | |
| 28. extending an object to the peer | Extends container to be opened | Extends cup for more coffee | | | | |
| 29. extending his/her hand toward the peer to request an object | Extends hand for lotion | Extends hand for glasses | | | | |
| 30. gesturing | "Who's coat is this?" - gestures mine | "Are you finished?" - nods "yes" | | | | |
| 31. pointing to an object or location to request "get it/let's go" | "Where should we go?" - points to outside | "Where should we go?" - points to sink | | | | |
| 32. offering an object to a peer to get the peer to act | "What do you have?" - shows picture | "Where are your glasses? - shows | | | | |
| 33. Imitates the peer's language (verbal sign/communication board). | Says "Go" | Signs, "finish" | | | | |
| 34. Initiates communication with a peer to protest the peer's actions by pushing away/frowning/vocalizing/gesturing (prelanguage) | Peer takes toy, student vocalizes | Peer reaches for coat, student pushes away | | | | |
| Initiates communication with a peer to request by: (prelanguage) | | | | | | |
| 35. assisting the peer to help | Pushes peer's hand toward toy | Pushes peer's hand to get "more" money | | | | |

| I. SOCIAL INTERACTION AKILLS WITH PEERS<br>Behaviors | Age Appropriate Examples/Context<br>Younger | <br>Older Profoundly Handicapped | Dates | | | Comments |
|---|---|---|---|---|---|---|
| 36. touching object/looks at the peer | Touches cracker box - looks at peer | Touches vending machine | | | | |
| 37. extending objects to get the peer to act on them | Hands cup to peer for "more" milk | Hands empty can to peer to put away | | | | |
| 38. extending hand to get the peer to give something | Extends hand to get cup | Extends hand to get spoon | | | | |
| 39. pointing to indicate desired object | Points to the ball | Points to the organ/ video game | | | | |
| 40. using gestures to request | Gestures "mine" | Gestures "I don't know?" | | | | |
| 41. greeting peer | | | | | | |
| Initiates communication to get attention (prelanguage): | | | | | | |
| 42. tapping/tugging/using an attention getting device | Tugs at peer to come | Taps peer to get attention | | | | |
| 43. pointing | Points to teacher to get peer to look | Points to school bus | | | | |
| 44. showing (getting peer to attend to object or get confirmation) | Shows toy to peer | Shows new watch to peer | | | | |
| 45. Responds to the peer with a language response (sign, verbal). | "What do you need?" - signs, "paper" | "Where are we going?" - points to "store" on communication board | | | | |
| 46. Responds to Yes/No questions with a language response. | Do you want this? says "No" | | | | | |
| 47. Initiates communication with the peer using a language behavior (verbal, sign, communication board). | Says, "No" | Signs, "Help" | | | | |
| 48. Uses the peer's name to get peer's attention. | Says, "Johnny" | Signs, "Mark" | | | | |
| 49. Points out the peer's actions to another person (prelanguage or language). | | | | | | |
| 50. Shows the peer how to do something. | Shows peer how to turn on a toy | Shows peer where the sugar is kept | | | | |
| 51. Requests an answer from a peer. | Says "go" as in "Where are you going?" | Points to a new person with question, facial gesture | | | | |

| II. APPROPRIATE BEHAVIORS IN SOCIAL CONTEXTS<br>Behaviors | Age Appropriate Examples/Context | | Dates | | | Comments |
|---|---|---|---|---|---|---|
| | Younger | Older Profoundly Handicapped | | | | |
| Student is socially appropriate by not engaging in behaviors injurious to others: | | | | | | |
| 1. hitting | | | | | | |
| 2. kicking | | | | | | |
| 3. pulling hair | | | | | | |
| 4. pinching | | | | | | |
| 5. spitting | | | | | | |
| 6. Student is socially appropriate by not engaging in self-destructive behaviors. | | | | | | |
| 7. Student is socially appropriate by not throwing objects/destroying objects. | | | | | | |
| 8. Student is socially appropriate by not publically engaging in socially unaccepted behaviors (masturbation, taking down pants). | | | | | | |
| 9. Student is socially appropriate by not demonstrating inappropriate vocalizations. | | | | | | |
| 10. Student is socially appropriate by not demonstrating self-stimulation behaviors and drawing negative attention to himself. | | | | | | |
| 11. Student is socially appropriate by not touching other students inappropriately. | | | | | | |
| 12. Student is socially appropriate by not engaging in inappropriate behavior to gain attention (laughing at nothing, spilling things, etc.). | | | | | | |

SOCIAL INTERACTION ASSESSMENT

SUMMARY

| | Area | Total Number of Social Behaviors Assessed | Number of Behaviors Performed Consistently | Percent of Behaviors Performed Consistently | Change Score |
|---|---|---|---|---|---|
| 1st Administration Date _____ | I. Social Interactional Skills | (all those that are applicable) | | ___ = % | |
| | II. Appropriate Actions in Social Contexts | | | ___ = % | |
| 2nd Administration Date _____ | I. Social Interactional Skills | | | ___ = % | |
| | II. Appropriate Actions in Social Contexts | | | ___ = % | |
| 3rd Administration Date _____ | I. Social Interactional Skills | | | ___ = % | |
| | II. Appropriate Actions in Social Contexts | | | ___ = % | |

## SOCIAL I.E.P. PLANNING WORKSHEET

Name: _____

Date: _____

Area I: Social Interaction Skills with Peers

(list social skills that need to be trained)

| Skills | Needs |
|---|---|
| 1. | 1. |
| 2. | 2. |
| 3. | 3. |
| 4. | 4. |
| 5. | 5. |

Area II: Appropriate Behaviors in Social Context

(list specific inappropriate behaviors)

| | Baseline Data (Frequency or Rate) |
|---|---|
| 1. | _____ |
| 2. | _____ |
| 3. | _____ |
| 4. | _____ |
| 5. | _____ |

Note: If specific baseline data is available record in frequency column.

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## APPENDIX B

**Summary Sheet of the Major Components of Social Interaction Training**

## SUMMARY SHEET
## Major Components of Social Interaction Training

### I. Arranging for training to occur

**A. Select the social interaction trainer**

- An adult in the classroom on a regular basis.
- An adult who has good rapport with other students in the school.

**B. Select a time and setting**

- Settings in which social interaction is appropriate.
- A time that supervision from staff is possible.
- A time that encourages participation from regular students.
- One to three times a week for 10-60 minutes (frequency and duration is dependent upon the students, the trainer and length of time available for training).
- A time that was selected in conjunction with regular education staff (to make sure students without handicaps are available).

**C. Select a peer partner**

- Within 2 years of age of the student with handicaps.
- Student whom the student with handicaps indicates a preference.
- Student who will continue attending the same schools as the student with handicaps.
- Student who is familiar to the student with handicaps.
- Student who is comfortable and interested in becoming a peer partner with a student who is handicapped.

**D. Select activities and materials**

- Variety of activities and materials
- "Social" materials (played with by 2 or more students at a time).
- Activities the student with handicaps has most of the skills to perform.
- Activities that provide natural opportunity for interaction.
- Activities that require the peer without handicaps to take a peer role rather than a supervisory role.
- Activities that provide opportunities for varied interaction.
- Activities and materials the peers can use in other settings.

### II. Selecting appropriate teaching strategies

**A. Peer mediated interventions**

- peer modeling
- peer social initiations

**B. Trainer mediated interventions**

- cues
- reinforcement
- demonstration
- role play
- the principle of partial participation

C. Environmental mediated interventions

- cooperative activity completion
- arrangement of the physical environment
- partial participation

III. Reviewing the social interaction training guidelines

A. General guidelines

- The trainer should participate in the training sessions as a peer model (rather than a teacher model).
- A number of social and communication skills should be targeted for training.
- The session should be fun for both of the peers.

B. Specific guidelines for each behavior on the social interaction assessment.

IV. Measuring interaction between the peer partners

A. Social Communication Interaction Checklist - Side 1

B. Social Communicative Interaction Checklist - Side 2

V. Modifying training (see Training Modification Charts)

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## APPENDIX C

## Social Interaction Training Guidelines

**SOCIAL INTERACTION TRAINING GUIDELINES**
**Teaching Research Integration Project**

**Social Behavior 1**

**Remains in proximity to peer in a reinforcing activity.** The student stays close enough to the peer partner so it is possible for an interaction to occur. The peer partner must be involved in an activity that he/she enjoys or is interested in. The activity should include tasks that are within the student's skill level. There are two different ways to work on this skill. Students that have very few social interaction skills (with peers or adults) will require manipulation of their environments (e.g., seated at a table) to remain in proximity to the peer partner. This will enable the teacher to pair reinforcing events with the peer partner (see phase I of Social Behavior 1). Students that already have some social interaction skills will require training to remain in proximity to the peer partner (see phase II of Social Behavior 1).

**Level I - Environmental Manipulation to remain in proximity to peer in a reinforcing activity.**

**A. Suggested age appropriate materials/activities:** Use age appropriate activities and materials that both pee Begin with activities that are the most reinforcing to the student. Position the peers so the student cannot leave.

EXAMPLES

| Younger | Older |
|---|---|
| . Eating/drinking at snack time. Use a chair the student cannot get out of. | . Playing radio or tape recorder. Peers seated in chairs at a table. |
| . Playing with the See-n-Say. Peers sitting in chairs at a table or on the floor within an enclosed area. | . Playing Simon. Peers seated in chairs at a table. |
| . On merry-go-round. | . Sharing a pop with the peers. Seated or positioned so student cannot leave. |
| . On a see-saw. | . Eating at lunch, in restaurant. |

**B. Considerations for the peer partner:** The teacher should assist the student (partial participation) to respond and be a part of the activity.

**C. IEP measurement and evaluation:** Measurement begins at phase II.

**D. Special Notes:** Go to phase II of Social Behavior 1 when the student is accepting a reinforcer and touch from the peer partner.

**Level II - Teaching the student to remain in proximity to peer in a reinforcing activity.**

**A. Suggested age appropriate materials/activities:** Use age appropriate activities and materials that both peers enjoy. Begin with activities that are the most reinforcing to the student. Make sure the peers are positioned so the student can leave the activity.

EXAMPLES

| Younger | Older |
|---|---|
| . Jumping on the trampoline. | . Cooking. |
| . Playing dolls. | . Going to buy gum at the snack bar. |
| . Blowing bubbles. | |
| . Playing with musical instruments. | . Playing a video game. |

**B. Considerations for the peer partner:** The teacher still may need to assist the student (partial participation) to respond during some parts of the activity. Encourage the peer partner to present items to the student so he/she can respond. Keep the peer partner interested in the student and the activity by changing the activity on a regular basis.

**C. IEP measurement and evaluation:** Use a duration recording observational technique. Time how long the target behavior (remains in proximity to peer) occurs during a prespecified period of time.

EXAMPLE

| | Monday | | Thursday | |
|---|---|---|---|---|
| Remains in | 2 min. | 2 min. | 3 min. | 3 min. |
| proximity | 1 min. | | | 2 min. 30 sec. |
| to peer | 3 min. | | 2 min. | |

The student remained in proximity to peer partner an average of 9 minutes and 15 seconds during a 15 minute period of time.

**D. Special Notes:** This behavior is not applicable for students with physical handicaps that cannot move away from their peer partners.

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**Social Behavior 2**

**Accepts reinforcer from the peer.** The student takes an item that is offered to him/her by the peer partner. The student must be in close enough proximity to observe the peer partner. This is a beginning step in developing social interaction between the peers.

**A. Suggested age appropriate materials/activities:** Use items that the student is really interested in so he/she will approach the peer partner.

EXAMPLES

| Younger | Older |
|---|---|
| . The peer partner offers the student a food item at snack.<br>. During a cooking activity the peer partner offers the student a food item.<br>. The peer partner offers the student a wind up toy. | . The peer partner offers the student a food item at lunch.<br>. The peer partner offers the student money for the video game. |

**B. Considerations for the peer partner:** Encourage the peer partner to model appropriate skills to the student. Show the peer partner how to get the student's attention and then how to offer an item to him/her. Make the activity fun for the peer partner by using items that are new to him/her.

**C. IEP measurement and evaluation:** Use an event recording observational technique. Record the number of times the target behavior (accepts a reinforcer from the peer) occurs and the number of times the peer offers an item to the student.

1 - item offered and accepted
0 - item offered and not accepted

| | | |
|---|---|---|
| accepts R+ item from peer | Monday<br>1000 | Thursday<br>001100 |

The student accepts a reinforcing item an average of 30% of the time one is offered by the peer partner.

**D. Special Notes:** Be sure to rotate items often and to use items that are reinforcing to the student.

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**Social Behavior 3**

**Approaches the peer when peer has a reinforcing object.** The student approaches the peer partner when the peer partner has an object/item the student really likes and wants.

**A. Suggested age appropriate materials/activities:** Have the peer partner playing with or using an object that is age appropriate and that both peers enjoy.

EXAMPLES

| Younger | Older |
|---|---|
| . Peer partner jumping on small trampoline. | . Peer partner playing game. |
| . Peer partner playing with light brite. | . Peer partner getting pop from a pop machine. |
| . Peer partner pouring juice. | . Peer partner playing Simon. |
| . Peer partner activating a novel toy. | . Peer partner looking at teen magazine. |
| | . Peer partner has lunch tickets. |

**B. Consideration for the peer partner:** Find out from the peer partner what kinds of objects/items he/she likes. Ask the peer partner to bring items in that he/she can share with the student.

**C. IEP measurement and evaluation:** Use an event recording observational technique. Count the number of times the target behavior (student approaches peer when peer has a reinforcing object) occurs. You also may want to record the object/item used by the peer partner.

1 - approaches peer
0 - does not approach peer

EXAMPLE

| | Monday | Thursday |
|---|---|---|
| Approaches peer/peer has R+ object | III | ~~IIII~~ III |
| Object | Simon | magazine |

The student approaches the peer partner an average of 5.5 times during 15 minute period of time when peer partner has a reinforcing object.

**D. Special Notes:** This may not be applicable for vision impaired or blind students.

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**Social Behavior 4**

**Accepts touch from the peer as a reinforcer or as the peer assists.** The student does not withdraw or resist physical assistance from the peer partner. The student will accept a pat or hug (when appropriate) as a reinforcer.

**A. Suggested age appropriate materials/activities:** Use materials and items the student likes and that are reinforcing to him/her.

EXAMPLES

Younger

- The peer partner helps the student wind up a favorite toy.
- The peer partner helps the student roll a ball.
- The peer partner pats the student on the back after an accomplishment.

Older

- The peer partner helps the student cut or stir during a cooking activity.
- The peer partner helps the student position the ball to shoot a basket.
- The peer partner does a "Give me five" with the student after an accomplishment.

**B. Considerations for the peer partner:** Some peer partners will feel more comfortable than others in giving physical assistance to (or helping) the peer partner. Consider this when choosing a peer partner for the student. It is a good idea to give the peers a chance to get to know each other before having the peer partner help the student.

**C. IEP measurement and evaluation:** Use an event recording observational technique. Record the number of times the target behavior (accepts touch from the peer as a reinforcer or as the peer assists) occurs and the number of times the peer partner touches the student.

EXAMPLE

1 - accepts touch from peer
0 - does not accept touch from peer

| Accepts touch from peer | Monday | Thursday |
|---|---|---|
| | 001 | 01001 |

The student accepts touch from the peer partner an average of 38% of the time during a 15 minute time period.

**D. Special Notes:** If the student does not tolerate touch from anyone (i.e., mom, dad, teacher) then do not teach this skill.

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**Social Behavior 5**

**Looks at peer when peer approaches.** The student looks at or toward the peer partner when the peer partner enters the same room or approaches the student.

**A. Suggested age appropriate materials/activities:** Have age appropriate activities and materials available in the environment.

**B. Considerations for the peer partner:** Have the peer partner "look for" the student when he/she enters the room or approaches. Be sure the peer partner understands what the student is supposed to do.

**C. IEP measurement and evaluation:** Use an event recording observational technique. Count the number of times the target behavior (student looks at peer partner when peer partner approaches) occurs. A good time to observe this behavior is when the peer partner enters the room for social interaction training.

1 - Student looks at peer when approaching

EXAMPLE

| | Monday | Thursday |
|---|---|---|
| Looks at peer when peer approaches | III | II |

The student looks at the peer when the peer approaches an average of 2.5 times during a 15 minute period of time.

**E. Special Notes:** This may not be applicable for vision impaired or blind students. Have the peer call out to the student as approaching. It also might be a good idea to start working on a greeting response from the student.

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**Social Behavior 6**

**Looks at peer when peer calls student's name.** When the peer partner calls the student's name the student looks at or toward the peer partner.

**A. Suggested age appropriate materials/activities:** Have age appropriate materials/activities available in the environment.

**B. Considerations for the peer partner:** Demonstrate to the peer partner how and when to call out the student's name. You also may want to point out the response required from the student (e.g., "He looked at you when you said his name.!").

**C. IEP measurement and evaluation:** Use an event recording observational technique. Count the number of times the target behavior occurs (student looks at the peer partner when the peer partner calls the student's name) and the number of times the peer partner calls the student's name.

EXAMPLE

1 - looks when peer calls name
0 - does not look when peer calls name

| Looks at peer when peer calls name | Monday | Thursday |
|---|---|---|
| | 000 | 01 |

The student looks at the peer when the peer calls the student's name an average of 20% during a 15 minute period of time.

**D. Special Notes:** This may not be applicable for hearing impaired or deaf students. Have the peer partner get the student's attention in another way and then sign the student's name. It is a good idea to include this skill when teaching any communication skills.

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**Social Behavior 7**

**Observes peer in a motivational activity.** The student looks at or watches his/her peer partner when playing a game or participating in an activity that is enjoyable to both peers.

**A. Suggested age appropriate materials/activities:** Use materials and/or activities that encourage interaction and are enjoyable to both peers.

EXAMPLES

| Younger | Older |
|---|---|
| . Jumping on a trampoline | . Cooking (taking turns stirring, etc.) |
| . Riding on a rocking horse | . Playing video games |
| . Pouring juice at snack time | . Shooting baskets |

**B. Considerations for the peer partner:** Arrange the activity so each of the peers gets a chance to participate. Show the peer partner how to get the student to watch him/her. Also encourage the peer partner to watch and look at the student. The peer partner can encourage the student to look by making comments such as "Watch this", "look", and "my turn".

**C. IEP measurement and evaluation:** Use an interval recording observational technique. Divide the observation session (which is prespecified) into separate but equal numbers of intervals (also prespecified). Count whether or not the target behavior (student observes peer) occurs during each time interval.

EXAMPLE

1 - observes
0 - does not observe

| 30 sec. | 30 sec. | 30 sec. | 30 sec. | 30 sec. | 30 sec. | 30 sec. | 30 sec. | 30 sec. | 30 sec. |
|---|---|---|---|---|---|---|---|---|---|
| 1 | 1 | 1 | 0 | 0 | 1 | 0 | 1 | 0 | 1 |

The student observes the peer partner an average of 6/10 or 60% of the time intervals during a 5 minute period of time.

**D. Special Notes:** This may be not applicable for vision impaired or blind students. Use motivational activities that focus on hearing or tactile senses. Then measure attending behavior to the activity.

SG431

**Social Behavior 8** **Gives an object to the peer when an adult requests.** The student gives an object or item to the peer partner when an adult asks.

A. Suggested age appropriate materials/activities: Have the peers playing or using objects that are age appropriate and they both enjoy.

EXAMPLES

| Younger | Older |
|---|---|
| . juice | . money to buy pop |
| . lotion | . basketball |
| . bubbles | . frisbee |
| . puzzle piece | . radio |
| . closed container of food | . spoon for stirring |
| . spoon food | . dish cloth to wipe up |
| . wind up toy | . tickets for lunch |

**B. Considerations for the peer partner:** Find out from the peer partner the kinds of objects he/she likes. Think of asking the peer partner to bring in items that he/she can share with the student.

**C. IEP measurement and evaluation:** Use an event recording observational technique. Count the number of times the target behavior (gives an object to the peer) occurs and the number of times the adult requests.

EXAMPLE

1 - gives object
0 - does not give object

| Gives object when adult requests | Monday 101110 00 | Thursday 001000 11 |
|---|---|---|

The student gives an object to the peer partner an average of 7/16 or 44% of time adult requests.

**D. Special Notes:** At some point the student may initiate this behavior or respond to the peer partner's request to give the object. These behaviors are somewhat different than social behavior 8 and are included elsewhere in the Social Interaction Guidelines. Initiating giving the object to the peer partner is social behavior 21 (shares with the peer) and responding to the peer partner's request to give the object is social behavior 28 (responds to peer's communication by extending an object).

SG431

**Social Behavior 9**

**Responds to peer directives when paired with gestures.** The student responds appropriately when told to do something by the peer partner. Directions from the peer partner are paired with gestures.

**A. Suggested age appropriate materials/activities:** Use materials that encourage interaction between the peers and gestures that generally are understood by everyone.

EXAMPLES

Younger

- Activity: Rolling the ball to each other.

  The peer partner uses gestures (paired with verbalizations) for "Roll the ball to me", "Here", "Go get the ball", "Stop".

- Activity: Building with large blocks.

  The peer partner uses gestures and verbalizations to say "Put it here", "Bring me a block" and "Give me".

Older

- Activity: Shooting Baskets

  The peer partner uses gestures (paired with verbalizations) for "Throw the ball to me", "Shoot", "Stop", "Go get the ball", "Come on", "Pick up the ball".

- Activity: Playing with Simon.

  The peer partner uses gestures and verbalizations to direct the student to push the panels and turn the game on and off.

**B. Considerations for the peer partner:** Model the gestures to the peer partner and role play the activity. If possible involve yourself in the activity either by helping the student respond or as another person in the activity (e.g., shoot baskets, too). Make the activity fun for both of the peer partners. Encourage the peer to give directions in a tone that is not demanding unless inappropriate behaviors are targeted. Model directives that promote interaction and not control.

**C. IEP measurement and evaluation:** Use an event recording observational technique. Count the number of times the target behavior occurs (student responds to peer directives when paired with gestures) and the number of times the peer partner delivers a directive paired with a gesture.

EXAMPLE

1 - responds
0 - does not respond

| Responds | Monday | Thursday |
|---|---|---|
| to peers | 001011 | 100010 |
| directives | 0 | 11 |

The student responds to the peer's directives paired with gestures an average of 7/15 or 47% during a 15 minute period of time.

**D. Special Notes:** This may be not applicable for vision impaired or blind students. Think of using touch cues.

SG431

**Social Behavior 10**

**Demonstrates recognition of familiar/non-familiar peers.** The student demonstrates recognition of familiar peers by differentiating the type of interaction each receives. Types of interaction range from smiling at and reaching out to a familiar peer to pushing away or ignoring unfamiliar peers. Observe the student with his/her parent or home providers to determine the type of interaction he/she displays when around familiar persons.

**A. Suggested age appropriate materials/activities:** Use the student's favorite toys, objects or activities when teaching this skill. Change the activity often so the peers don't get tired of doing the same thing each time.

EXAMPLES

| Younger | Older |
|---|---|
| Activity: Playing with the Lite Brite. | Activity: Going to a restaurant. |
| The social interaction trainer, student, peer partner and the student's mom take turns putting lights in the Lite Brite. The peer partner and the student's mom take turns together and the student watches them. | The social interaction trainer, the peer partner, the student and the student's brother all go to a pizza parlor together. The peer partner and the student's brother do some things together (play video game, etc.) and some with the student. The student observes both of them. |

**B. Considerations for the peer partner:** Start teaching this behavior by pairing a familiar person (to the student) with the peer partner. As the student starts to demonstrate recognition of the peer partner start fading the familiar person out of the interaction. Keep the activity fun for the peer partner.

**C. IEP measurement and evaluation:** Use an event recording observational technique. Record whether or not the target behavior (demonstrates recognition of familiar/non-familiar peers) occurs during the time period.

EXAMPLE

1 - demonstrates recognition familiar/non-familiar peer
0 - does not demonstrate recognition familiar/non-familiar peer

| | Monday | Thursday |
|---|---|---|
| demonstrates recognition of familiar/ unfamiliar peers | 01 | 1 |

The student demonstrates recognition of familiar and non-familiar peers an average of 66% during a 15 minute period of time.

**D. Special Notes:** Make sure the student is also exposed to non-familiar peers.

SG431

**Social Behavior 11**

**Accepts an object from peer (object is not necessarily reinforcing).** The student will take a toy, piece of food, glass of juice, piece of paper, etc. when offered by the peer partner.

**A. Suggested age appropriate materials/activities:** Use objects that are a part of the activity, but are not necessarily reinforcing to the student.

EXAMPLES

| Younger | Older |
|---|---|
| Activity: Putting lotion on | Activity: Cooking |
| The peer partner hands the student a kleenex after they've put on lotion. Student takes kleenex. | The peer partner hands the student the measuring spoons. The student takes the spoons. |

**B. Considerations for the peer partner:** This may occur naturally in the activity. If it doesn't just cue the peer partner (i.e., "Give John a kleenex"). Explain to the peer partner what you want the student to do. If the student is physically handicapped and/or moves slowly you may need to work with the peer partner on "waiting" for the response. Remember to reinforce the peer partner (i.e., "Hey, you got John to take the kleenex!").

**C. IEP measurement and evaluation:** Use an event recording observational technique. Count the number of times the target behavior occurs (accepts an object from peer) and the number of times an object is offered by the peer partner. You also may want to record whether or not the object is reinforcing to the student.

EXAMPLE

1 - accepts object
0 - does not accept object

| Accepts an object from peer | Monday | Thursday |
|---|---|---|
| | 110100 | 0010111 |

The student accepts object from the peer an average of 7/13 or 54% during a 15 minute period of time.

**D. Special Notes:** Encourage the student to give objects to the peer partner (i.e., I give, you give).

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**Social Behavior 12** **Observes peer activating a new or unfamiliar object.** The student watches the peer partner activate new or unfamiliar objects.

**A. Suggested age appropriate materials/activities:** The object has to be unfamiliar to the student. Try having the peer partner bring something from home or from the classroom to "share" with the student. In this way it also is likely that the object will be age appropriate because it's something the peer partner has chosen.

EXAMPLES

| Younger | Older |
|---|---|
| . playing with a Sno-Cone machine | . playing a "pop can" radio |
| . hitting at a "Pop-up-Clown" (a toy) | . opening a can with a can opener |

**B. Considerations for the peer partner:** Encourage input from the peer partner. If he/she brings or suggests items that are familiar to the student use them anyway, and add other unfamiliar objects during the activity. Make the peer partner feel that he/she is important for the success of the activity.

**C. IEP measurement and evaluation:** Use an interval recording observational technique. Divide the observation session (which is prespecified) into separate but equal number of intervals (also prespecified). Count whether or not the target behavior (student observes peer activating a new or unfamiliar object) occurs during each time interval. You also may want to record the name of the new or unfamiliar object.

EXAMPLE

1 - observes
0 - does not observe

| 1 min. | 1 min. | 1 min. | 1 min. | 1 min. | 1 min. | 1 min. | 1 min. | 1 min. | 1 min. |
|---|---|---|---|---|---|---|---|---|---|
| 0 | 0 | 1 | 1 | 0 | 1 | 0 | 0 | 1 | 1 |

Object - Sno Cone Machine

The student observes the peer partner activating a new object 5/10 or 50% of the time intervals during a 10 minute period of time.

**D. Special Notes:** This may be not applicable for blind students. Think of using objects that focus on hearing or tactile senses. Then measure attending behavior to the activity.

SG431

**Social Behavior 13** **Responds positively to interaction with the peer by smiling.** The student responds to interaction with the peer partner by smiling.

**A. Suggested age appropriate materials/activities:** Begin by pairing activities and reinforcers the student enjoys the most with the peer partner. Use age appropriate materials and activities.

EXAMPLES

Younger

Activity: Playing dress up

The student and the peer partner play dress up together. They put lotion on each other and let each other smell the perfume (the teacher may need to assist the student to put lotion on the peer partner and hold the bottle for the peer partner to sniff the perfume).

Older

Activity: Baking chocolate chip cookies

The student and the peer partner bake the chocolate chip cookies together. They give each other a chocolate chip on an intermittent basis (the teacher may need to assist the student to give the peer partner a chip).

**B. Considerations for the peer partner:** Tell the peer partner how to give the student the reinforcer and to watch for smiles from the student. Encourage the peer partner by pointing out when the student smiles (i.e., Hey, look, you made her smile) and explain to the partner why the student smiles (i.e., She just loves chocolate chips!). Assist the student to give the same type of item or something else that is reinforcing to the peer partner. Make the activity fun! Direct the peer to do unexpected things to determine if the student will think they are funny.

**C. IEP measurement and evaluation:** Use an event recording observational technique. Count how many times the student demonstrates the target behavior (responds to interaction by smiling) occurs. The teacher also may want to record the number of times the student initiates smiling at the peer partner.

EXAMPLE

| | Monday | Thursday |
|---|---|---|
| Responds to interaction by smiling | 1111 | ~~1111~~ |
| Initiates smiling at peer | 1 | 1 |

The student responds to interaction with the peer by smiling an average of 5 times during a 15 minute period of time.

The student initiates smiling at the peer an average of 1 time during a 15 minute period of time.

**D. Special Notes:** The social interaction trainer should work on this skill only if the student already has demonstrated that he/she can smile in specific situations. The student probably will begin initiating smiling at the peer partner while this skill is being taught.

**Social Behavior 14** **Cooperates in some way with peer.** The student cooperates by participating in some way with the peer partner during a joint activity.

**A. Suggested age appropriate materials/activities:** Use materials and/or activities in which both of the peers are interested. The best activities are those in which the materials are manipulated easily.

EXAMPLES

| Younger | Older |
|---|---|
| Activity: Snack | Activity: Simon |
| The student holds the bowl while the peer partner dishes out cottage cheese to the other children. | The peer partner holds the Simon while the student pushes the buttons. |

**B. Considerations for the peer partner:** It's a good idea to have the peers take turns and participate in the activity to the same degree. Otherwise the peer partner may be encouraged to take a peer tutor role in the relationship with the student. In some cases this means the trainer will need to assist the student to participate in the activity. Reinforce the peer partner for participation in the activity (e.g., Hey, this is fun! See how you got Jan to hold the Simon for you!).

**C. IEP measurement and evaluation:** Use an interval recording observational technique. Divide the observation session (which is prespecified) into separate but equal numbers of intervals (also prespecified). Count whether or not the target behavior (cooperates with peer) occurs during each time interval.

EXAMPLE

1 - cooperates
0 - does not cooperate

| 30 sec. | 30 sec. | 30 sec. | 30 sec. | 30 sec. | 30 sec. | 30 sec. | 30 sec. | 30 sec. | 30 sec. |
|---|---|---|---|---|---|---|---|---|---|
| 1 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 |

The student cooperates with the peer partner 4/10 or 40% of the time intervals during a 5 minute observation session.

**D. Special Notes:** Use items that require the actions or participation of two people.

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**Social Behavior 15**

**Responds nonverbally to greeting from peer.** The student responds by smiling, waving or responding in some specified way to a greeting from the peer partner. Greetings include "hello's" and "good-bye's."

**A. Suggested age appropriate materials/activities:** This skill can be taught with any activity - just make sure it's age appropriate.

**B. Considerations for the peer partner:** Remind the peer partner to say "hello" when coming to the activity and "good bye" when leaving the activity or room. Point out the response required from the student so the peer partner can recognize it. This can be really reinforcing to the peer partner especially if he/she feels like he/she caused the student to respond.

**C. IEP measurement and evaluation:** Use an event recording observational technique. Count the number of times the target behavior (student responds nonverbally to greeting from peer) occurs and the number of times the peer partner greets the student.

EXAMPLE

1 - responds to greeting
0 - does not respond to greeting

| | Monday | Thursday |
|---|---|---|
| Responds nonverbally to greeting from peer | 01 | 0010 |

The student responds nonverbally an average of 2/6 or 33% of time to greetings from the peer partner.

**D. Special notes:** The greetings should be designed specifically with the student's communication skills in mind. Make sure that the number of greetings are appropriate, i.e., that the peer does not say "hi" at inappropriate times.

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**Social Behavior 16** **Looks at object/person when peer points.** When the peer partner points at an object or person the student looks at the object or person.

**A. Suggested age appropriate materials/activities:** Use objects or persons that are age appropriate and interesting to the student. This should be something or somebody involved in the activity.

EXAMPLES

| Younger | Older |
|---|---|
| Point to: other child in activity | Point to: teacher |
| tape recorder | frisbee |
| rocking horse | basketball |
| swing | candy bars (at store) |
| a snack that is ready | a bus that is coming |
| | go a specific direction |

**B. Considerations for the peer partner:** Show the peer partner how to get the student's attention and then point to the object/person. It might be beneficial first to role play the situation.

**C. IEP measurement and evaluation:** Use an event recording observational technique. Count the number of times the target behavior occurs (student looks at object/person when peer points) and the number of times the peer points.

EXAMPLE

1 - looks when peer points
0 - does not look when peer points

| Looks at object /person when peer points | Monday 00101 | Thursday 010111 |
|---|---|---|

The student looks at object/person an average of 6/11 or 55% of the time when the peer points.

**D. Special Notes:** This may be not applicable for blind students. Think of using touch cues and objects that are auditory. Measure attending behavior to the object/person.

SG431

**Social Behavior 17**

**Initiates smiling at the peer.** The student initiates smiling at the peer partner before an interaction has occurred. The smiling is directed toward the peer partner.

**A. Suggested age appropriate materials/activities:** Begin by pairing activities and materials the student enjoys the most with the peer partner. Use age appropriate materials and activities.

EXAMPLES

| Younger | Older |
|---|---|
| . Playing the tape recorder and and singing songs. | . Sharing popcorn at a movie. |
| . Playing with a favorite toy. | . Playing video game. |
| . Playing with the lite brite. | . Playing velcro darts. |
| . Singing songs. | . Waving hi. |
| | . Showing student a special picture. |

**B. Considerations for the peer partner:** Tell the peer partner to watch for smiles from the student. Explain to the peer partner why the student is smiling (e.g., look at Joe smile, I think he's glad to see you!).

**C. IEP measurement and evaluation:** Use an event recording observational technique. Count how many times the student demonstrates the target behavior (initiates smiling at the peer) during the time period.

EXAMPLE

| Initiates smiling at peer | Monday | Thursday |
|---|---|---|
| | 11 | 111 |

The student initiates smiling at the peer an average of 2.5 times during a 15 minute period of time.

**D. Special Notes:** The social interaction trainer should work on this skill only if the student has demonstrated that he/she can smile in specific situations.

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**Social Behavior 18** **Takes turns activating an object with adult monitoring.** The peers take turns using or playing with an object or toy. The social interaction trainer uses verbal or signed cues to monitor the activity.

**A. Suggested age appropriate materials/activities:** Use objects that are interesting and motivating to both of the peers.

EXAMPLES

| Younger | Older |
|---|---|
| . See-n-Say | . Simon |
| . blowing bubbles | . shooting baskets |
| . jumping on trampoline | . playing Fish |
| . playing with sand bucket | . stirring food in home ec. room |
| . swinging on playground | . getting on the bus |
| | . ordering in a restaurant |

**B. Considerations for the peer partner:** Change the activity often so the peers do not lose interest. Show the peer partner how to take turns with the student and use the student's communication skills. Reinforce participation!

**C. IEP measurement and evaluation:** Use an event recording observational technique. Record the number of times the target behavior (takes turns activating an object with adult monitoring) occurs during the time period.

EXAMPLE

| | Monday | Thursday |
|---|---|---|
| Takes turns activating an object with adult | 11 | 111 |

The student takes turns activating an object with an adult monitoring an average of 2.5 times during a 15 minute period of time.

**D. Special Notes:** This behavior leads into sharing with the peer (social behavior 21).

SG431

**Social Behavior 19**

**Imitates peer's model for a nonlanguage task.** The student imitates the peer partner's model of tasks that do not communicate a specific message. Examples of nonlanguage tasks are 1) clapping hands, 2) shutting the door, 3) throwing paper in the waste basket, and 4) giving money to a store clerk.

**A. Suggested age appropriate materials/activities:** Have the peers participate in an activity that is age appropriate.

EXAMPLES

| Younger | Older |
|---|---|
| Activity: Putting away toys | Activity: Putting away lunch tray |
| The peer partner models for student to put toys in the toy box. Student imitates the action. | The peer partner shows the student how to put away his lunch tray. Student imitates the action. |

**B. Considerations for the peer partner:** Show the peer partner how to get the attention of the student and how to model the task. It is a good idea to role play this skill a few times. Make sure the peer partner does not assume (in models or verbalizations) a tutor role while modeling to the student. One way to do this is to occasionally assist the student to model a task to the peer partner.

**C. IEP measurement and evaluation:** Use an event recording observational technique. Count the number of times the target behavior (student imitates peer's model for nonlanguage task) occurs and the number of times the peer partner models nonlanguage tasks.

EXAMPLE

1 - imitates
0 - does not imitate

| Imitates peer's model for non-language tasks | Monday | Thursday |
|---|---|---|
| | 0010 | 011011 |

The student imitates an average of 50% of the peer's models for nonlanguage tasks.

**D. Special Notes:** This may not be applicable for blind students. Try physically assisting the students through the task and then asking them to initiate the movement.

SG431

**Social Behavior 20** **Initiates getting a peer involved in a cooperative activity.** The student initiates involving the peer in an activity in which they both can participate.

**A. Suggested age appropriate materials/activities:** Use objects and activities that the peers can use or do together.

EXAMPLES

| Younger | Older |
|---|---|
| Activity: Pat-a-Cake | Activity: Frisbee |
| The student starts pat-a-cake and then touches the peer partner's hand to get him/her to join the game. | The student gives the peer partner a frisbee and then waits for him/her to throw it. |

**B. Considerations for the peer partner:** Teach the peer partner to reocgnize requests (e.g., giving peer partner frisbee) from the student. Do this in a positive way (e.g., Look, he wants you to play frisbee, that's neat!) in order to encourage the peer partner to start recognizing requests from the student on his/her own.

**C. IEP measurement and evaluation:** Use an event recording observational technique. Count the number of times the target behavior (initiates getting a peer involved in a cooperative activity) occurs during a prespecified period of time.

EXAMPLE

| # initations getting peer involved in cooperative activity | Monday | Thursday |
|---|---|---|
| | 111 | 11 |

The student initiates getting peer involved in a cooperative activity an average of 2.5 times in a 15 minute period of time.

**D. Special Notes:** These must be tasks or activities the peers do together.

SG431

**Social Behavior 21**

**Shares with peer.** The student shares objects, toys, food, etc. with the peer partner. There are no directions from the adult monitoring the activity. The items the student shares with the peer partner should be consumable or be understood by the student that he/she won't get them back.

**Level I: The student shares with the peer partner in response to cues from the social interaction trainer.**

**A. Suggested age appropriate materials/activities:** Start by using a variety of toys and objects the student likes but that are not favorites. Gradually work up to items that are favorites of the student. The materials also should be ones the peer partner enjoys.

EXAMPLES

| Younger | Older |
|---|---|
| . The teacher has the student make a picture to give to the peer partner.<br>. At snack time the teacher asks the student to give the peer partner a cracker (the student has several). | . The teacher gives the student money for the video game and asks him/her to give some money to the peer partner.<br>. The teacher suggests to the student that he/she give a cookie to the peer partner. |

**B. Considerations for the peer partner:** Encourage the peer partner to share with the student and to use prelanguage (hold out hand to student) to get the student to share.

**C. IEP measurement and evaluation:** Use an event recording observational technique. Record the number of times the target behavior (student shares with peer in response to trainer cues) occurs and the number of times the trainer cues the student.

EXAMPLE

1 - shares when asked
0 - does not share when asked

| Student shares in response to trainer cues | Monday | Thursday |
|---|---|---|
| | 001 | 0110 |

The student shares with the peer an average of 3/7 or 4.3 times in response to trainer cues during a 15 minute period of time.

**D. Special Notes:** Be sure the student has items he/she can share with the peer partner. A "group sharing" time might be a good time to work on this social skill.

SG431

**Level II: The student initiates sharing with the peer.**

**A. Suggested age appropriate materials/activities:** Use materials and objects that both peers like. Give small treats to the student that he/she can share with the peer partner.

EXAMPLES

| Younger | Older |
|---|---|
| Activity: Play time | Activity: Making cookies |
| The social interaction trainer gives the student two stickers, candy or some small treat. The student gives one to the peer partner. | The peer partner is stirring the cookies and the student is adding the chocolate chips. The student gives the peer partner a chip. |

**B. Considerations for the peer partner:** Encourage the peer partner to share special treats with the student.

**C. IEP measurement and evaluation:** Use an event recording observational technique. Record the number of times the target behavior (initiates sharing with the peer) occurs during the time period.

EXAMPLE

| Student initiates sharing with peer | Monday | Thursday |
|---|---|---|
| | 1 | 0 |

The student initiates sharing with the peer partner an average of .5 times during a 15 minute period of time.

**D. Special Notes:** The number of times the student with handicaps share within a specified amount of time should be close to the same number of times their peers share.

SG431

**Social Behavior 22**

**Responds to verbal/sign directives from peer (no gestures are given).** The student responds appropriately to directions that are verbalized or signed by the peer partner. The peer partner does not use gestures.

**A. Suggested age appropriate materials/activities:** Have the peers participate in an activity that is age appropriate.

EXAMPLES

| Younger | Older |
|---|---|
| Activity: Playing "dolls" | Activity: Playing dart game on velcro dart board |
| The peer partner verbalizes and signs to the student to "feed the baby". The student pretends to feed the doll. | The peer partner signs "you throw". The student throws the dart. |

**B. Considerations for the peer partner:** If the student uses sign language then teach sign language to the peer partner. Have the peer partner practice (in role play sessions) so he/she is comfortable using the signs. Make sure the peer partner does not use a tutorial tone when talking to the student. Emphasize ways in which the peers are the same (e.g., "You both are learning sign language", "Marge likes to go to the snack bar, too") to encourage a peer partner relationship.

**C. IEP measurement and evaluation:** Use an event recording observational technique. Count the number of times the target behavior (student responds to verbal/sign directives from peer) occurs and the number of times the peer partner delivers a verbal/sign directive.

EXAMPLE

1 - responds to peer
0 - does not respond to peer

| | Monday | Thursday |
|---|---|---|
| Responds to verbal/sign directives from peer | 1000 | 00100 |

The student responds an average of 2/9 or 22% of the time to the peer's verbal/sign directives during a 15 minute period of time.

**D. Special Notes:** Using food activities when learning sign language is easy for young children and very reinforcing to them. They learn the food signs fast!

SG431

**Social Behavior 23**

**Responds nonverbally to questions from peer.** The student responds to questions from the peer by using prelanguage or nonlanguage responses such as 1) shaking head "yes", 2) holds up cup for more juice when asked, and 3) shows hat when asked "Where did you put your hat?".

**A. Suggested age appropriate materials/activities:** Have the peers participate in an activity that is age appropriate.

EXAMPLES

| Younger | Older |
|---|---|
| Activity: Snack time | Activity: Playing a video game |
| The peer partner asks the student if he/she wants juice. The student shakes his/her head "yes". | The peer partner asks the student whose turn is next. The student points to the peer. |

**B. Considerations for the peer partner:** Work with the peer partner on asking the student questions and then waiting for a response. A good idea is to occasionally have the peers change roles so the student is asking the peer partner questions (the trainer might need to help, use partial participation) and peer partner is responding nonverbally. Use age appropriate reinforcement.

**D. IEP measurement and evaluation:** Use an event recording observational technique. Count the number of times the target behavior (responds nonverbally to questions from peer) occurs and the number of times the peer partner asks the student questions.

EXAMPLE

1 - responds nonverbally to Q from peer partner
0 - does not respond nonverbally to Q from peer partner

| Responds nonverbally to Q from peer | Monday | Thursday |
|---|---|---|
| | 10 | 000101 |

The student responds nonverbally an average of 3/8 or 38% of time to questions from peer partner.

**D. Special Notes:** Make sure the questions are delivered using the student's communication system.

SG431

**Social Behavior 24** **Initiates helping the peer.** The student initiates helping or assisting the peer partner in some way.

**A. Suggested age appropriate materials/activities:** Use an activity and materials that are age appropriate to both of the peers. Activities with a variety of materials are more likely to promote this kind of interaction from the student.

EXAMPLES

| Younger | Older |
|---|---|
| Activity: Snack time | Activity: Going to the store to buy a pop |
| The student helps pass out cups and bowls to the peer partner during snack time. | The student opens the classroom door for the peer partner as they are leaving the classroom. |

**B. Considerations for the peer partner:** The teacher can start teaching this skill by cueing the student to help the peer partner (e.g., "Hold the bowl, like this, for Joe", physically prompt Sue to open door for Doris). Point out to the peer partner how the student is helping and encourage the peer partner to notice when the student helps.

If the student uses sign language the teacher can cue the student to show or teach signs to the peer partner. In this way the peers can use a shared communication system and the student can help the peer partner learn a new skill.

**C. IEP measurement and evaluation:** Use an event recording observational technique. Count how often the target behavior (student initiates helping peer) occurs.

EXAMPLE

| | Monday | Thursday |
|---|---|---|
| Initiates helping peer partner | 111 | 11 |

Student initiates helping peer partner an average of 2.5 times during a 15 minute period of time.

**D. Special Notes:** The way in which the student helps the peer partner depends on the student's skills and the activity. Use a variety of activities and peer partners (although the peer partner should be familiar to the student) so there is a greater possibility that the behavior will generalize.

SG431

**Social Behavior 25**

**Attends to the peer signing, talking or using a communication board.** The student attends (by looking at, listening to or orienting toward) the peer partner when the peer partner uses the student's mode of communication.

**A. Suggested age appropriate materials/activities:** Use any age appropriate activities and materials that provide natural opportunities for communication. Make sure the peers are in the best possible position for communication.

EXAMPLES

| Younger | Older |
|---|---|
| Signing: | Signing: |
| Activity: Rolling ball back and forth | Activity: Making a sandwich |
| The student watches as the peer partner signs to the teacher "my turn". | The student watches as the peer partner signs "make sandwich". |
| Talking: | Talking: |
| Activity: Snack time | Activity: Picking out something to eat at the corner store |
| The student watches and listens as the peer partner asks (verbally) him for cheese and cracker. | The student listens as the peer partner asks her for her money. |
| Communication board: | Communication board: |
| Activity: Playing with a variety of toys. | Activity: Making a collage |
| The student watches as the peer partner indicates with the communication board which toy she wants when asked by the teacher. | The student watches as the peer partner uses the communication board to ask for scissors. |

**B. Considerations for the peer partner:** Teach the peer partner to use the student's mode of communication whenever interacting with the student. The peer partner probably will need lots of practice and encouragement. Be positive!

Occasionally peer partners are reluctant to use a communication board. Try showing the communication board to a small (4-6) group of peers and have them use the board to communicate with each other. Stress to them that the communication board is not a toy but that the student uses the board to "talk" to other people.

**D. IEP measurement and evaluation:** Use an interval recording observational technique. Divide the observation session (which is prespecified) into separate but equal numbers of intervals (also prespecified). Count whether or not the target behavior (attends to peer signing, talking or using a communication board) occurs during each time interval.

EXAMPLE

1 - attends to peer signing
0 - does not attend to peer signing

| 30 sec. | 30 sec. | 30 sec. | 30 sec. | 30 sec. | 30 sec. | 30 sec. | 30 sec. | 30 sec. | 30 sec. |
|---|---|---|---|---|---|---|---|---|---|
| 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 0 |

The student attends to the peer partner signing an average of 2/10 or 20% of the time intervals during a five minute observation session.

**D. Special Notes:** The observation session can be a small time segment out of the training period (e.g., 5 minutes out of a 15 minute training time).

SG431

**Social Behavior 26**

**Responds to the peer's communication with a prelanguage response of assisting the peer.** The student uses a physical prompt (e.g., pushes hand, leads by the hand, pushes body away) to communicate response to the peer partner. The student must look at or orientate self toward the peer partner to qualify the response as communication.

**A. Suggested age appropriate materials/activities:** Use age appropriate materials and activities that provide natural opportunities for communication. Make sure the peers are in the best possible position for communication.

EXAMPLES

| Younger | Older |
|---|---|
| Activity: Playing with blocks | Activity: Playing video games at the local video arcade |
| The peer partner has all the blocks and asks the student "Want one?" | The peer partner asks the student "Which game do you want to play". The student grabs the peer partner's elbow and leads her to the pinball machine. |
| The student pushes the peer partner's hand toward the blocks. The student makes eye contact with the peer partner. | |

**B. Considerations for the peer partner:** Encourage the peer partner to use prelanguage (extending objects to the student, pointing, gesturing, etc.) whenever interacting with the student. This seems to be easier for younger children (3-5). Older children and youth probably will require more practice and encouragement.

Teach the peer partner to use the student's identified communication skills. Point out to the peer partner how quickly he/she is learning and skills they are helping the student learn.

**C. IEP measurement and evaluation:** Use an event recording observational technique. Count how often the target behavior (responds to the peer's communication with a prelanguage response of assisting the peer) occurs and how often the peer partner communicates to the student.

EXAMPLE

| | Monday | Thursday |
|---|---|---|
| Responds to peer partner by assisting to communicate | 000 | 001 |

The student responds to the peer an average of 1/6 or 17% of the time (assisting the peer partner) during a 15 minute period of time.

**D. Special Notes:** If possible collect data on all of the student's prelanguage communication including initiations.

SG431

**Social Behavior 27**

**Responds to the peer's communication with a prelanguage response of touching an object.** The student touches an object (toy, glass, pop, etc.) to communicate a response to the peer partner. The student must look at or orientate self toward the peer partner to qualify the response as communication.

**A. Suggested age appropriate materials/activities:** Use age appropriate materials and activities that provide natural opportunities for communication. Make sure the peers are in the best possible position for communication.

EXAMPLES

| Younger | Older |
|---|---|
| Activity: Playing tape recorder and peers singing along | Activity: Painting |
| The peer partner stops the tape recorder and asks the peer "more?". The student touches the tape recorder and looks at the peer partner. | The peer partner has all of the paints and asks the student "which one?" while pointing to the paints. The student touches the red can and looks toward the peer partner. |

**B. Considerations for the peer partner:** Encourage the peer partner to use prelanguage (extending objects, pointing, gesturing, etc.) whenever interacting with the student. This seems to be easier for younger children (3-5). Older children and youth probably will require more practice and encouragement. Have several peer partners role play by having them communicate with each other (while playing a game) without talking. Use lots of positive feedback and make the activity fun!

**C. IEP measurement and evaluation:** Use an event recording observational technique. Count how often the target behavior (responds to the peer's communication with a prelanguage response of touching an object) occurs and how often the peer partner communicates to the student.

EXAMPLE

1 - responds to peer's communication
0 - does not respond to peer's communication

| | Monday | Thursday |
|---|---|---|
| Responds with touch (objects) to peer's communication | 0 | 01 |

The student responds to peer an average of 1/3 or 33% of the time with prelanguage (by touching objects) during a 15 minute period of time.

**D. Special Notes:** If possible collect data on all of the student's prelanguage communication including initiations.

SG431

**Social Behavior 28**

**Responds to the peer's communication with a prelanguage response by extending an object to the peer.** The student responds to the peer partner's communication with prelanguage communication. The prelanguage communication the student uses is extending an object to the peer. To be considered prelanguage communication the extending of the object must be a direct message (not a receptive language response) and the student must look at or orientate toward the peer partner.

**A. Suggested age appropriate materials/activities:** Use age appropriate materials and activities that provide natural opportunities for communication. Make sure the peers are in the best possible position for communication. To create the need for the student to extend objects do the following:

- Use materials that need to be wound up or turned on (the student doesn't know how to turn them on!).
- Put food items in containers that the student doesn't know how to open.
- Leave materials in the boxes or sacks they are packed in and the student doesn't know how to open.

EXAMPLES

| Younger | Older |
|---|---|
| Activity: Playing with Woodstock wind-up toy<br><br>The peer partner winds up Woodstock and puts it on the table. Both peers watch the toy. When Woodstock stops hopping the peer partner asks "John, do you want more?" and extends his hand for the toy. John hands the object to the peer partner. | Activity: Playing Simon<br><br>The peer partner turns the game on, takes a turn and gives the Simon to the student. The student takes a turn and hits the wrong button. The Simon stops. The peer partner asks "Joan, do you want to play?" and holds hand out. Joan picks up the Simon and gives it to the peer partner. |

**B. Considerations for the peer partner:** Encourage the peer partner to use prelanguage (holding hand out, pointing, gesturing, etc.) whenever interacting with the student. This seems to be easier for younger children (3-5). Older children and youth probably will require more practice and encouragement. Have several peer partners role play by having them communicate with each other (while playing a game) without talking.

Make sure the peer partner understands what the student is supposed to do. Oftentimes the peer partner will take the item from the student and not wait for the student to extend the item. Practice this! Teach the peer partner to recognize the correct response by pointing it out to him (e.g., "Alright, Jim, she wants you to turn on the radio! That's neat that she told you.") Use lots of positive feedback and make the activity fun!

**C. IEP measurement and evaluation:** Use an event recording observational technique. Record how often the target behavior (responds to peer's communication with a prelanguage response by extending an object to the peer) occurs and how often the peer partner communicates to the student.

EXAMPLE

1 - responds to peer's communication
0 - does not respond to peer's communication

| Responds to peer by extending object | Monday 00 | Thursday 001 |
|---|---|---|

The student responds to the peer an average of 1/5 or 20% of time with a prelanguage response (extending an object to the peer) five times during a 15 minute time period.

**D. Special Notes:** If possible collect data on all of the student's prelanguage communication including initiations.

SG431

**Social Behavior 29**

**Responds to the peer's communication with a prelanguage response by extending his/her hand toward the peer to request an object.** The student responds to the peer partner's communication with prelanguage communication. The prelanguage communication the student uses is extending his/her hand to the peer partner to request an object. To be considered prelanguage communication the student must look at or orientate toward the peer partner.

**A. Age appropriate activities/materials:** Use activities that are enjoyable to both of the peers and that the student can ask for by extending a hand.

EXAMPLES

Younger

Activity: Putting on hand lotion; brushing hair; putting on hats

The peer partner asks the student if she wants hand lotion and holds up the bottle. The student extends her hand for the lotion.

Older

Activity: Going out to a restaurant

The peers sit down at a table. The peer partner starts looking at a menu and asks the student if she needs anything. The student nods her head and holds out her hand for a menu.

**B. Considerations for the peer partner:** Show the peer partner how to communicate and get the student to extend his/her hand to request an object. Start by having the peer partner hold the object out toward the student to get the student to reach for and then request the object.

To make sure the peer partner plays a peer role instead of a tutor role have the student (help him/her if needed) offer objects to the peer partner. Have the peer partner extend his/her hand to request the object.

**C. IEP measurement and evaluation:** Use an event recording observational technique. Record how often the target behavior (responds to the peer's communication with a prelanguage response by extending his/her hand toward the peer to request an object) occurs and how often the peer partner communicates with the student.

EXAMPLE

1 - responds to peer's communication
0 - does not respond to peer's communication

| | Monday | Thursday |
|---|---|---|
| Responds to peer by extending hand | 1 | 01 |

The student responds to the peer an average of 2/3 or 67% of time with a prelanguage response (extending his hand toward the peer to request the object) during a 15 minute period of time.

**D. Special Notes:** If possible collect data on all of the student's prelanguage and language communication.

**Social Behavior 30**

**Responds to the peer's communication by gesturing (a prelanguage behavior).** The student responds to the peer partner's communication with a prelanguage response. The prelanguage response the student uses is gesturing. To be understood as communication the student must look at or orientate toward the peer partner.

**A. Suggested age appropriate materials/activities:** Use materials that both peers enjoy and that the peer partner can control at least part of the time (so the student has to ask for them, etc.).

EXAMPLES

| Younger | Older |
|---|---|
| Activity: Going to the music room for music | Activity: Putting on make-up, perfume and brushing hair |
| The peer partner puts his chair away and asks the student "ready?". The student gestures "come on" and starts for the door. | The peer partner tells the student that she looks really pretty. Then the peer partner asks the student if she wants to see herself, showing her the mirror. The student nods her head "yes". |

**B. Considerations for the peer partner:** Teach the peer partner how to ask questions and offer different objects to the student so the student will have to communicate. Explain to the peer partner the meanings of the different gestures (model them) used by the student. Encourage the peer partner to use the student's gestures (others, too) when communicating with the student. Change the activity often so the peers don't get bored!

**C. IEP measurement and evaluation:** Use an event recording observational technique. Record how often the target behavior (responds to the peer's communication by gesturing) occurs and how often the peer communicates (providing an opportunity for student to gesture) with the student.

EXAMPLE

1 - responds to peer's communication
0 - does not respond to peer's communication

| | Monday | Thursday |
|---|---|---|
| Responds to peer by gesturing | 010 | 0010 |

The student responds an average of 2/7 or 29% of the time with a prelanguage response (gesturing) during a 15 minute time period.

**D. Special Notes:** If possible collect data on all of the student's communication with the peer partner.

SG431

**Social Behavior 31**

**Responds to the peer's communication by pointing to an object or location to request "get it" or "let's go".** The student responds to the peer partner's communication with a prelanguage response. The prelanguage response the student uses is pointing to an object or a location to request "get it" or "let's go". To be understood as communication the student must look at or orientate toward the peer partner.

**A. Suggested age appropriate materials/activities:** Use materials and activities that will motivate the student to communicate with the peer partner. Keep the materials away from both of the peers so the student will have to point to request them from the peer partner.

EXAMPLES

| Younger | Older |
|---|---|
| Activity: Riding/pulling the wagon | Activity: Going out to a fast food restaurant |
| The peers are taking turns riding in and pulling the wagon. The student is riding. The peer partner says "Where to now?". The student points to the other side of the playground. | The peers are seated at a table deciding what to order. The peer partner asks "What should we do now?" The student points to the ordering counter. |

**B. Considerations for the peer partner:** Teach the peer partner to ask the student "Where do you want to go?" or "What do you want?". Demonstrate how to get this kind of prelanguage communication from the student.

Encourage the peer partner to point to objects or locations when communicating with the student. Role play with the peer partner if he/she is not comfortable.

**C. IEP measurement and evaluation:** Use an event recording observational technique. Record the number of times the target behavior (responds to the peer's communication by pointing to an object or location to request) occurs and the number of times the peer partner communicates (providing an opportunity for the student to point) with the student.

EXAMPLE

1 - responds to peer's communication
0 - does not respond to peer's communication

| Student responds to peer's communication by pointing to request | Monday | Thursday |
|---|---|---|
| | 0101 | 0011101 |

The student responds to the peer's communication an average of 6/11 or 55% of time by pointing to request.

**D. Special Notes:** If possible, collect data on all of the student's communication with the peer partner. Teach the student to point to objects as a way of showing them to the peer partner.

SG431

**Social Behavior 32**

**Responds to peer's communication by offering an object to the peer to get the peer to act.** The student responds to the peer partner's communication with a prelanguage behavior. The prelanguge behavior is offering an object to the peer partner to get the peer partner to do something (open it, throw it away, etc.). To be understood as communication the student must look at or orientate toward the peer partner.

**A. Suggested age appropriate materials/activities:** Have objects available to the student that he/she doesn't know how to operate or open. Use objects that both of the peer partners enjoy.

EXAMPLES

| Younger | Older |
|---|---|
| Activity: Playing with the tape recorder<br><br>The peers are playing a tape and the tape ends. The peer partner asks the student "more?". The student picks up another tape and gives it to the peer partner. | Activity: Making lunch<br><br>The peers are getting ready to fix a can of soup. The peer partner asks the student "What should we do?". The student gives the peer partner the can opener to open the the soup. |

**B. Considerations for the peer partner:** Work with the peer partner on asking the student questions and waiting for the student to respond. Often it's alot easier for the peer partner to do things for the student without waiting for the student to request the action. Keep the activity fun and help the peer partner through any rough spots he/she might encounter.

**C. IEP measurement and evaluation:** Use an event recording observational technique. Record the number of times the target behavior (responds to peer's communication by offering an object to the peer to get the peer to act) occurs and the number of times the peer partner communicates (providing an opportunity for the student to offer an object to request action) with the student.

EXAMPLE

1 - responds to peer's communication
0 - does not respond to peer's communication

| | Monday | Thursday |
|---|---|---|
| Student responds to peer's communication by offering an object to the peer to get the peer to act on the object | 0011 | 011010 |

The student responds to the peer's communication an average of 5/10 or 50% of the time by offering the peer an object to get the peer to act on the object.

**D. Special Notes:** If possible, collect data on all of the student's communication with the peer partner.

SG431

**Social Behavior 33** **Imitates the peer's language (verbal/sign/communication board).** The student imitates the peer partner's formal language. Formal language is the use of verbal language, sign language or a communication board language. The peer partner should be using the formal language targeted for use by the student.

**A. Suggested age appropriate materials/activities:** Use materials and activities that facilitate communication (i.e., give the peers something to talk about). Activities in which the peers have to work together to reach a common goal are a good choice for promoting interaction and communication between the peers.

EXAMPLES

| Younger | Older |
|---|---|
| Activity: Playing on outside equipment | Activity: Making a collage together |
| The peer partner signs "Go, Slide" to the student. The student signs "slide". | The student picks out pictures for the peer partner to cut out. Then the peer partner puts glue on the back of the picture. Both of the peers decide where to position the picture and put it on the cardboard together. The student uses a communication board. |
| | The peer partner points to the symbol for scissor. The student points to the same symbol and then points to the scissor under some paper. |

**B. Considerations for the peer partner:** Teach the peer partner how to use the student's language system to communicate with the student. If the student uses sign language or a communication board then have the peer partner use the system to communicate with a variety of persons (the interaction trainer, another peer partner, etc.). It is a good idea to have the peer partner practice a while (until he/she is comfortable) before actually using the system with the student.

When the student imitates point it out to the peer partner ("Hey look, he signed the same thing!").

**C. IEP measurement and evaluation:** Use an event recording observational technique. Record how often the target behavior (imitates the peer's use of formal language) occurs during the time period.

EXAMPLE

| | | |
|---|---|---|
| Imitates the peer's language (sign) | Monday<br>111 | Thursday<br>~~IIII~~ |

The student imitates the peer partner's language (sign) an average of 4 times during a 15 minute time period.

**D. Special Notes:** Make sure the peer partner is comfortable using the student's formal language system.

SG431

**Social Behavior 34**

**Initiates communication with a peer to protest the peer's actions by pushing away/frowning/vocalizing/gestures.** The student initiates prelanguage communication to the peer partner to protest the peer's actions. The prelanguage communication the student uses is pushing the peer or object away, vocalizing, crying, or frowning. To be understood as prelanguage communication the student has to make eye contact with or orientate toward the peer partner.

**A. Suggested age appropriate materials/activities:** Use an activity and/or materials that will cause the student to protest. Either present the activities/materials to the student or remove the activities/materials to get the desired result. Initially, make sure that the student's protest is reinforced (i.e., take the activity/material away or present the activity/material again).

EXAMPLES

| Younger | Older |
|---|---|
| Activity: Playing with clay<br><br>Each of the peers have some clay. The peer partner holds his hand out, trying to trade clay. The student pushes the peer partner's hand away. | Activity: Going to the vending machine (outside) for a pop. The student doesn't like to wear his coat.<br><br>The peer partner hands the student his coat. The student vocalizes (obviously a protest). |

**B. Considerations for the peer partner:** Explain to the peer partner how important it is for the student to be able to communicate about situations and actions he/she doesn't like. Demonstrate the kinds of prelanguage communication the student uses to protest. Ask the peer partner if he/she uses any prelanguage communication to protest.

**C. IEP measurement and evaluation:** Use an event recording observational technique. Record the number of times the target behavior (initiates prelanguage communication with a peer to protest) occurs during the time period.

EXAMPLE

| Initiates prelanguage communication to protest | Monday | Thursday |
|---|---|---|
| | 11 | 1 |

The student initiates prelanguage communication to protest an average of 1.5 times during a 15 minute time period.

**D. Special Notes:** The student's protest may need to be shaped into a more acceptable protest (i.e., from pushes away to shakes head "no"). Work on this gradually as in any shaping program.

SG431

**Social Behavior 35**

**Initiates communication with a peer to request by assisting the peer to help.** The student imitates prelanguage communication to the peer partner to request an action, object, etc. The prelanguage communication the student uses is assisting the peer. The student must look at or orientate toward the peer partner to qualify the interaction as communication.

**A. Suggested age appropriate materials/activities:** Use materials that are age appropriate and enjoyable to both peers. Sometimes the best way to get the student to initiate is to have the peer partner delay giving assistance or participating in the activity.

EXAMPLES

| Younger | Older |
|---|---|
| Activity: Music with a small group of children. All playing instruments with a record. The peer partner and the student are paired together with the same instrument.<br><br>The peer partner doesn't play his instrument when the record plays. The student orientates toward and pushes the peer partner's hands. The peer partner plays the instrument. | Activity: Making lunch<br><br>The peer partner always gets the bread and the student cannot reach the cupboard where the bread is kept. The peer partner sits at the table and doesn't get up to get the bread. The student pulls on the peer partner's arm to get her up. The student pulls the peer partner to the cupboard. The peer partner gets the bread. |

**B. Considerations for the peer partner:** Demonstrate to the peer partner how to use a delay technique to promote initiation of prelanguage communication from the student. This might be difficult to teach to young peer partners so give alot of assistance and positive feedback. Always point out to the peer partner when the student initiates assisting to communicate (e.g., "He wants you to open the can").

**C. IEP measurement and evaluation:** Use an event recording observational technique. Record the number of times the target behavior (initiates prelanguage communication of assisting the peer partner to request) occurs during the time period.

EXAMPLE

| Initiates assisting peer to request | Monday | Thursday |
|---|---|---|
| | 11 | ~~IIII~~ |

The student initiates assisting peer to request an average of 3.5 times during a 15 minute period of time.

**D. Special Notes:** If possible collect data on all of the student's prelanguage communication with the peer partner.

SG431

**Social Behavior 36**

**Initiates communication with a peer to request by touching an object.** The student initiates prelanguage communication to the peer partner to request an action or object. The prelanguage communication the student uses is touching the object. The student must look at or orientate toward the peer partner to qualify the interaction as communication.

A. **Suggested age appropriate materials/activities:** The materials should be available to the student so the student can touch them.

EXAMPLES

| Younger | Older |
|---|---|
| Activity: Playing with puppets<br><br>The student taps the puppet the peer partner is using. Student looks at peer partner. The peer partner gives the student the puppet. | Activity: Looking at a Hot Rod Magazine together<br><br>The student touches Sports Illustrated on the table. The peer partner says "Oh, time for a change? O.K. let's look at that one". |

B. **Considerations for the peer partner:** Explain to the peer partner the meaning of the student's prelanguage communication. If the peer partner has difficulty recognizing the peer partner's requests then demonstrate or role play the interaction. Part of this process is teaching the peer partner to observe and understand the student's prelanguage communication.

Role play might be a useful technique, particularly with younger peers. Have them role play how to request objects and actions.

C. **IEP measurement and evaluation:** Use an event recording observational technique. Record the number of times the target behavior (initiates prelanguage communication of touching objects to request) occurs during the time period.

EXAMPLE

| | | |
|---|---|---|
| Initiates touching object to request | Monday<br>111 | Thursday<br>1111 |

The student initiates touching objects to request an average of 3.5 times during a 15 minute time period.

D. **Special Notes:** Initially, the student should get what he/she requests. After the response is learned, the student should receive the object only if it is an acceptable request. If it's the peer partner's turn he/she should tell the student "Oh, you want the puppet. Sorry, it's my turn now".

SG431

**Social Behavior 37**

**Initiates communication to request by extending objects to get the peer to act on them.** The student initiates prelanguage communication with the peer partner to request an action. The prelanguage communication the student uses is extending objects (holding objects out or up) to the peer partner. To be understood as communication the student has to make eye contact with or orientate toward the peer partner.

**A. Suggested age appropriate materials/activities:** Use materials the student has difficulty activating or opening. This will motivate the student to give the object to the peer partner for "help."

EXAMPLES

| Younger | Older |
|---|---|
| Activity: Playing with small wind up toys | Activity: Buying a pop at a vending machine |
| The peer partner winds up the toy and puts it on the table. When the toy stops the peer partner waits. The student picks up the toy and gives it to the peer partner. The peer partner winds up the toy again. | The student and the peer partner buy pops at the vending machine. The student gives her pop to the peer partner. The peer partner opens the pop. |

**B. Considerations for the peer partner:** Demonstrate to the peer partner how to wait for the student to initiate communication with him/her. Peer usually do not wait long enough for the student to extend the object to them. Point out to the peer partner that the student is communicating (i.e. telling them) by giving them the object and the importance of the student learning how to communicate. Encourage the peer partner to acknowledge all communication from the student and to use communication that is understood by the student. Make the activity fun!

**D. IEP measurement and evaluation:** Use an event recording observational technique. Record how many times the target behavior (initiates prelanguage communication by extending objects to the peer partner to request) occurs during the time period.

EXAMPLE

| Initiates extending object to peer request | Monday | Thursday |
|---|---|---|
| | 1 | 111 |

The student initiates extending an object to the peer to request an average of 2 times during a 15 minute period of time.

**D. Special notes:** If possible collect data on all of the student's prelanguage communication with the peer partner.

SG431

**Social Behavior 38**

**Initiates communication with a peer to request by extending hand to get the peer to give something.** The student initiates prelanguage communication with the peer partner to request an object or action. The prelanguage communication the student uses is extending (holding out) his/her hand to the peer partner. To be understood as communication the student must look at or orientate toward the peer partner.

**A. Suggested age appropriate materials/activities:** Use materials that both peers enjoy. The peer partner should have some control over the materials at different times during the activity.

EXAMPLES

| Younger | Older |
|---|---|
| Activity: Putting on hand lotion | Activity: Playing video games |
| The peer partner puts on some hand lotion. The student holds his hand out to the peer partner for some lotion. The peer partner gives him some. | After his turn at the video game the student holds his hands out to the peer partner for "Give me five!". The partner gives the student "five". |

**B. Considerations for the peer partner:** Explain to the peer partner that the student needs to communicate with him/her before getting the desired item. Point out to the peer partner when the student extends his/her hand for an item or action (e.g., See, Sharon wants some lotion now! Did you see how she told me?). Make sure the peer partner understands the meaning of the student's prelanguage communication.

**C. IEP measurement and evaluation:** Use an event recording observational technique. Record the number of times the target behavior (initiates extending hand to peer to request) occurs.

EXAMPLE

| Initiates extending hand to peer partner to request | Monday | Thursday |
|---|---|---|
| | 1 | 111 |

The student initiates extending hand to peer partner to request an average of 2 times during a 15 minute period of time.

**D. Special Notes:** If possible collect data on all of the student's prelanguage communication with the peer partner.

SG431

**Social Behavior 39**

**Initiates communication with a peer to request by pointing to indicate desired object.** The student initiates prelanguage communication with the peer partner to request a desired object. The prelanguage communication the student uses is pointing to the object. To be understood as communication the student has to make eye contact with or orientate toward the peer partner.

**A. Suggested age appropriate materials/activities:** Use materials the student really wants and that are not easily available to him/her (try putting the materials up on a shelf).

EXAMPLES

Younger

Activity: Playing dolls

The peer partner gets a doll for himself and starts to play. The student gets the peer partner's attention and points to his favorite doll that he can't reach. The peer partner says "Alright Jon, I can get it" and gets the doll for Jon.

Older

Activity: Playing records on the stereo

The peer partner is picking out records to play and the student points to her favorite record. The peer partner says "Oh, you want to listen to some rock-n-roll" and gets that record too.

**B. Considerations for the peer partner:** Show the peer partner how to arrange the environment (by putting desired objects out of the student's reach) so the student has to initiate communication with the peer to request. This should be done in ways that are natural to the activity so the peer partner does not assume a tutor or trainer role. Make the activity fun for both of the peers.

**C. IEP measurement and evaluation:** Use an event recording observational technique. Record the number of times the target behavior (initiates communication with peer by pointing to a desired object to request) occurs during the time period.

EXAMPLE

| | | |
|---|---|---|
| Initiates communication with peer by pointing to a desired object to request | Monday<br>11 | Thursday<br>~~1111~~ |

The student initiates communication with the peer partner by pointing to a desired object to request an average of 3.5 times during a 15 minute time period.

**D. Special Notes:** If possible collect data on all of the student's prelanguage communication with the peer partner.

SG431

**Social Behavior 40**

**Initiates communication with a peer by using gestures to request.** The student initiates prelanguage communication with the peer partner to request action or objects. The prelanguage communication the student uses is gesturing. To be understood as communication the student has to make eye contact with or orientate toward the peer partner.

**A. Suggested age appropriate materials/activities:** Set up the environment so that objects and actions the student wants are not available until he/she communicates with the peer partner. Use materials and activities that both peers enjoy.

EXAMPLES

Younger

Activity: Lunch

The peer partner is pouring milk for herself. The student gets the peer partner's attention and nods her head "yes" and pats her tummy. The peer partner smiles and says "O.K. Sue, you're next" and nods head "yes".

Older

Activity: Going out to lockers together

The peers usually go out to their lockers at the same time. The peer partner is talking to the teacher. The student gets the peer partner's attention and gestures "come here". The peer partner says "I'm coming" and walks over to the student.

**B. Considerations for the peer partner:** Demonstrate to the peer partner how to wait for the student to initiate communication with him/her. Also encourage the peer partner to acknowledge all communication from the student and to use communication that is understood by the student.

**C. IEP measurement and evaluation:** Use an event recording observational technique. Record the number of times the target behavior (initiates communication with peer by using gestures to request) occurs during the time period.

EXAMPLE

| | | |
|---|---|---|
| Initiates gesturing to peer to request | Monday 11 | Thursday 1 |

The student initiates gesturing to peer to request an average of 1.5 times during a fifteen minute time period.

**D. Special Notes:** If possible collect data on all of the student's prelanguage communication with the peer partner.

SG431

**Social Behavior 41** **Initiates greeting peer using prelanguage communication.** The student initiates greeting the peer partner by waving. Goodbye is included in the category of greeting.

**A. Suggested age appropriate materials/activities:** Any activity that is age appropriate and enjoyable to the peers is appropriate for teaching this behavior. Rotate the activities often to keep the interest of both peers.

EXAMPLES

| Younger | Older |
|---|---|
| Activity: Playing with bubbles, wind up toys and the musical mike. | Activity: Walking out to the school bus together. |
| Activity: Peer partner comes into room. Student sees him and waves "hi". | Activity: Student gets on bus, turns and waves "goodbye" to peer partner. |

**B. Considerations for the peer partner:** When social interaction training starts at the beginning of the year encourage the peer partner always to use greetings with the student when they are approaching. Teach the peer partner to recognize the student's form of prelanguage greeting; at first it may not be recognizable to the peer partner.

**C. IEP measurement and evaluation:** Use an event recording observational technique. Record how often the target behavior (initiates greeting peer with prelanguage communication) occurs during the time period. Also record if the behavior does not occur when it should or could.

EXAMPLE

1 - initiates greeting
0 - does not initiate greeting

| Initiates greeting peer with prelanguage communication (waves) | Monday | Thursday |
|---|---|---|
| | 10 | 11 |

The student initiates greeting the peer an average of 3/4 or 75% of the opportunities to do so during a 15 minute time period.

**D. Special Notes:** This skill usually only occurs naturally at the beginning and end of each social interaction training session. Make sure that the student learns when greetings are appropriate. If possible collect data on the student's other prelanguage or language communication.

SG431

**Social Behavior 42**

**Initiates communication to get attention by tapping, tugging or using an attention getting device (i.e., buzzer).** The student initiates communication to get attention by tapping/tugging at the peer partner or using an attention getting device (i.e., a buzzer) to "call" the peer partner.

**A. Suggested age appropriate materials/activities:** Use activities that both of the peers enjoy. Change the activities often so the peers remain interested in interacting with each other.

EXAMPLES

| Younger | Older |
|---|---|
| Activity: Play time | Activity: Making a collage together |
| The peer partner is across the room picking out favorite books. The student uses a switch to turn on a buzzer to call the peer partner. The peer partner comes over to the student. | Each peer is looking at a magazine for pictures to use in the collage. The student tugs on the peer partner's arm and shows him a picture. |

**B. Considerations for the peer partner:** Explain to the peer partner the meaning of the student's prelanguage communication. A peer partner may misunderstand the student tapping or tugging on him/her as an aggressive behavior. This type of misunderstanding is common with older peer partners who use little and more subtle prelanguage communication. If the student is tugging, teach tapping as a more appropriate form of gaining attention. Again, make sure that the student does not use this response too frequently.

Demonstrate to the peer partner different techniques to promote initiations of prelanguage communication with the student.

**C. IEP measurement and evaluation:** Use an event recording observational technique. Record how often the target behavior (initiates communication to get attention by tapping or tugging the peer) occurs during the time period.

EXAMPLE

| | Monday | Thursday |
|---|---|---|
| Initiates communication to get attention by tapping or tugging the peer partner | 1 | 111 |

The student initiates communication to get attention by tapping or tugging the peer partner an average of 2 times during a 15 minute period of time.

**D. Special Notes:** If possible collect data on the student's use of other communication with the peer partner.

SG431

**Social Behavior 43**

**Initiates communication to get attention from the peer parter by pointing.** The student initiates communication with the peer partner to get attention by pointing to other people, objects or points of interest.

**A. Suggested age appropriate materials/activities:** Use activities that are enjoyable to both of the peers. Use a variety of materials so the student will have something to point to, in order to get attention from the peer partner. The context of the prelanguage will suggest whether the student is requesting or trying to get attention from the peer partner.

EXAMPLES

| Younger | Older |
|---|---|
| Activity: Playing cars and trucks<br><br>The student points to a new car and says "dah". | Activity: The peers are making lemonade<br><br>The teacher enters the room. The student gets the peer partner's attention by pointing at the teacher. |

**B. Considerations for the peer partner:** Teach the peer partner to recognize the student's prelanguage communication to get his/her attention. Change the activity often so the peers do not lose interest. Encourage the peer partner and make the activity fun!

**C. IEP measurement and evaluation:** Use an event recording observational technique. Record how often the target behavior (initiates communication to get attention from the peer by pointing) occurs during the time period.

EXAMPLE

| Initiates communication to get attention from the peer by pointing | Monday | Thursday |
|---|---|---|
| | 11 | 111 |

The student initiates communication to get attention from the peer by pointing an average of 2.5 times during a 15 minute period of time.

**D. Special Notes:** Some students may display this behavior too often. Try to replace the behavior with a more acceptable way (behavior) to gain the attention of the peer.

SG431

**Social Behavior 44**

**Initiates communication to get attention by showing.** The student initiates prelanguage communication with the peer partner to get attention or to get the peer partner to attend to something or an object. The prelanguge communication the student uses is showing the object(s), etc. to the peer partner.

**A. Suggested age appropriate materials/activities:** Make sure the student has materials that he/she can "show" to the peer partner. It also is important that the materials are fun for both of the peers. Rotate activities often so the peers don't get burnt out!

EXAMPLES

| Younger | Older |
|---|---|
| Activity: Morning circle | Activity: Drawing pictures |
| The peers are going to their own chairs in the circle. The student holds the edges of her skirt and shows it to her peer partner. The peer partner says "New dress?". | Both peers are drawing pictures. The student holds up his picture and shows the peer partner. The peer partner nods his head and says "Hey, that's nice, Jason!". |

**B. Considerations for the peer partner:** Encourage the peer partner to show the student new things, toys, clothes, etc. Also explain to the peer partner how to communicate with the student. If the peer partner seems uneasy then demonstrate various interactions with the student.

**C. IEP measurement and evaluation:** Use an event recording observational technique. Record how often the target behavior (initiates communication with the peer partner to get attention by showing) occurs during the time period.

EXAMPLE

| Initiates communication with the peer partner to get attention by showing | Monday | Thursday |
|---|---|---|
| | 1 | 111 |

The student initiates prelanguage communication (showing) to get attention from the peer partner an average of 2 times during a 15 minute time period.

**D. Special Notes:** Try to teach the student different ways to get attention from the peer partner. Part of this same skill is to use "showing" as a way to get approval or confirmation of something done from the peer partner. If possible collect data on all of the student's prelanguage and language communication.

SG431

**Social Behavior 45**

**Responds to the peer with a language response:** The student responds to the peer with a language (sign, speech or communication board) response.

**A. Suggested age appropriate materials/activities:** Use activities that both of the peer partners find enjoyable. Use activities that include a variety of interactional opportunities or change activities during the training session.

EXAMPLES

| Younger | Older |
|---|---|
| Activity: Play time<br><br>The peer partner asks the student what she wants to play with next. She signs "bubbles". | Activity: Out to lunch at a fast food restaurant<br><br>The peer partner asks the student what he wants. The student, using his communication book, shows the peer partner a picture of a cheeseburger. |

**B. Considerations for the peer partner:** Teach the student how to communicate with the student using the student's mode of communication. Encourage the peer partner to use the mode of communication with the student and the social interaction trainer.

Teach the peer partner to ask the student questions so the student will have a reason to communicate a response. Keep the peer partner up-to-date on the language responses the student has learned in other settings. Most of all, make the activity enjoyable to both of the peers.

**C. IEP measurement and evaluation:** Use an event recording observational technique. Record how often the target behavior (responds to the peer with a language response) occurs during the time period. Also record how many opportunities the student has to respond.

EXAMPLE

1 - responds
0 - does not respond

| Responds to peer with a language response | Monday | Thursday |
|---|---|---|
| | 001010 | 00110111 |

The student responds to the peer partner with a language response an average of 7/14 or 50% during a fifteen minute period of time.

**D. Special Notes:** If possible collect data on all responses (prelanguage and language - code each) the student makes to the peer partner.

SG431

**Social Behavior 46**

**Responds to yes/no questions with a language response.** The student responds to yes/no questions from the peer partner with a language response. Language responses are in the form of speech, sign language or a communication board.

**A. Suggested age appropriate materials/activities:** Use activities that both of the peer partners find enjoyable. Use activities that include a variety of interactional possibilities or change the activities during the training session.

EXAMPLES

| Younger | Older |
|---|---|
| Activity: Snack time | Activity: Playing "Sorry" |
| The peer partner offers the student some cut up apples and asks "Want one?". The student touches the "no" switch on her communication board. | The peer partner asks the student if it's his turn. The student signs "yes". |

**B. Considerations for the peer partner:** Teach the peer partner how to communicate with the student using his/her mode of communication. Encourage the peer partner by using positive feedback. Try having the peer partner communicate with the social interaction trainer by using the student's mode of communication.

**C. IEP measurement and evaluation:** Use an event recording observational technique. Record how often the target behavior (responds to yes/no questions with a language response) occurs during the time period. Also record the number of times the peer partner asks the student yes/no questions.

EXAMPLE

1 - responds to yes/no question with a language response
0 - does not respond to yes/no questions with a language response

| Responds to yes/no questions from peer partner with a language response | Monday | Thursday |
|---|---|---|
| | 0010 | 001011 |

The student responds to yes/no questions from the peer partner with a language response an average of 4/10 or 40% during a 15 minute time period.

**D. Special Notes:** If possible collect data on all responses (prelanguage and language) the student makes to the peer partner's yes/no questions.

SG431

**Social Behavior 47**

**Initiates communication with the peer using language (verbal, sign, communication board).** The student initiates communication with the peer partner. The student is using his/her formal language system - verbal language, sign language or a communication board. To be understood as communication the student must look at or orientate toward the peer partner.

**A. Suggested age appropriate materials/activities:** Use activities and materials that both peers enjoy. Change the activity often so they do not lose interest in the activity or in each other. Try to select materials that facilitate communication.

EXAMPLES

| Younger | Older |
|---|---|
| Activity: Making pudding for snack<br><br>The peer partner is stirring the pudding mix and milk. The student gets the peer partner's attention and signs "mine (as in my turn)". The peer partner says "O.K., your turn" while signing and then pushes the bowl to the student. | Activity: Leisure time after lunch. The peer partners are playing the radio.<br><br>The student gets the peer partner's attention, says "play" and points to the video game. The peer partner says "Do you want to play Space Invaders now?". The student nods and says "yes". |

**B. Considerations for the peer partner:** Teach the peer partner how to communicate using the student's mode of communication. Encourage the peer partner to continue using prelanguage when communicating with the student so they will understand each other better. Keep the peer partner up-to-date on signs, words or symbols the student knows or is learning.

**C. IEP measurement and evaluation:** Use an event recording observational technique. Record how often the target behavior (initiates communication with the peer using language) occurs during the time period.

EXAMPLE

| Initiates communication with peer using language | Monday | Thursday |
|---|---|---|
| | 0 | 111 |

The student initiates communication with peer using language an average of 1.5 times during a 15 minute period of time.

**D. Special Notes:** If possible collect data on all of the student's use of formal language.

SG431

**Social Behavior 48** **Uses the peer's name to get the peer's attention.** The student uses the peer's name (verbally, signing or using communication board) to get the peer's attention.

**A. Suggested age appropriate materials/activities:** Any activities that are age appropriate and enjoyable to both of the peer partners.

EXAMPLES

| Younger | Older |
|---|---|
| Activity: Playing musical instruments, taking turns. | Activity: Playing "Fish" (card game). |
| It's the peer partner's turn and the peer partner doesn't do anything. The student signs "Tom!" and gets the peer partner's attention. | The student says "Kim", and shows Kim a card to match. |

**B. Considerations for the peer partner:** Encourage the peer partner to use the student's name when talking to him/her. If the student signs then teach the peer partner the student's name sign. Also have the peer partner give him/her self a name sign that the student can sign.

At first teach the peer partner to cue the student to use his/her name (i.e., "Hey, Joe, use my name" or give a model of the name sign).

**C. IEP measurement and evaluation:** Use an event recording observational technique. Record the number of times the target behavior (uses the peer's name to get the peer's attention) occurs during the time period.

EXAMPLE

| | | |
|---|---|---|
| Uses the peer's name to get the peer's attention | Monday 11 | Thursday 11 |

The student uses the peer's name to get the peer's attention an average of 2 times during a 15 minute period of time.

**D. Special Notes:** If possible collect data (tally with different mark) on prelanguage the student uses to get the peer's attention. This provides information on whether the student needs more opportunities to use the skill or hasn't learned to use the peer's name to get attention. Sharing or turn taking could be taught at the same time and includes natural opportunities to use another person's name.

SG431

**Social Behavior 49**

**Points out the peer's actions to another person.** The student points out, using prelanguage (points or gestures) or language (tells person to look), the peer's actions to another person.

**Level I: The behavior is in response to a request from the social interaction trainer.**

**A. Suggested age appropriate materials/activities:** Play games or participate in activities that both peers enjoy.

EXAMPLE

| Younger | Older |
|---|---|
| Activity: Playing with blocks building together<br><br>The peer partner (Don) builds a "high" tower. The social interaction trainer tells the student to show another nearby student the tower Don built. The student points to the tower and says "Don" or "Don make". | Activity: Playing "Sorry"<br><br>The peer partner (Joan) sends the student back "home". The social interaction trainer tells the student "Hey Sally, show Larry what happened!". Sally gets Larry's attention, signs "home" and then points to Joan. |

**B. Considerations for the peer partner:** Teach the peer partner how to communicate with and understand the student. Model interactions with the student until the peer partner is comfortable.

**C. IEP measurement and evaluation:** Use an event recording observational technique. Record how often the target behavior (points out the peer's actions to another person in response to a request from the social interaction trainer) occurs and the number of times the social interaction trainer requests the behavior.

EXAMPLE

1 - responds to request to point out peer's actions to another person
0 - does not respond to request to point out peer's actions to another person

| | | |
|---|---|---|
| Points out peer's actions to another peer when request | Monday<br>0010 | Thursday<br>011 |

The student responds to a request to point out the peer's actions to another person an average of 3/7 or 43% of the time during a 15 minute time period.

**D. Special Notes:** Make sure that requests from the social interaction trainer do not interfer with interaction between the peers. Encourage the student to initiate this behavior.

SG431

**Level II: The behavior is initiated by the student.**

**A. Suggested age appropriate materials/activities:** Use activities that are enjoyable to both of the peer partners.

EXAMPLES

| Younger | Older |
|---|---|
| Activity: Playing with the Lite Brite<br><br>The peer partner makes a neat picture on the Lite Brite. The student gets the teacher, says "look" and shows him the picture. | Activity: Bowling<br><br>The peer partner hits a strike. The student pulls on another peer's shirt sleeve and points at her or uses a language response. |

**B. Considerations for the peer partner:** Have the peer partner point out the student's actions to other persons. This may encourage the student to model the peer partner's behavior. Make sure the peer partner (and whoever else is involved in the activity) understands the student's prelanguage and language communication.

**C. IEP measurement and evaluation:** Use an event recording observational technique. Record how often the target behavior (points out the peer's actions to another person) occurs during the time period.

EXAMPLE

| Points out peer's actions to another person | Monday | Thursday |
|---|---|---|
| | 111 | 0 |

The student points out the peer's actions to another person an average of 1.5 times during a 15 minute period of time.

**D. Special Notes:** Use different activities so the peers don't get bored. It is most important is to keep the activity fun and enjoyable to both of the peers. If the student is using language, teach new signs or words when the student points so that his/her vocabulary can be expanded.

SG431

**Social Behavior 50** **Shows the peer how to do something.** The student shows the peer partner how to do something (i.e., turn on toy or find something in the classroom).

**Level I: The behavior is in response to a request from the social interaction trainer.**

**A. Suggested age appropriate materials/activities:** Use materials the student is familiar with and knows how to work.

EXAMPLES

| Younger | Older |
|---|---|
| Activity: Blowing bubbles | Activity: Cooking |
| The social interaction trainer cues the student to "Show Su how you can blow bubbles". The student blows bubbles for Su. | The social interaction trainer tells the student "Show Jim where to get the bowls". The student shows Jim where the bowls are kept in the cupboard. |

**B. Considerations for the peer partner:** Some peer partners may be a little impatient so explain to them that it is important for the student to show them how to do things, too. Encourage the peer partner's participation and help them enjoy the activity.

Teach the peer partner how to communicate with and understand the student.

**C. IEP measurement and evaluation:** Use an event recording observational technique. Record how often the target behavior (responds to a request to show the peer how to do something) occurs and how often the behavior is requested by the social interaction trainer.

EXAMPLE

1 - behavior occurs when requested
0 - behavior does not occur when requested

| | Monday | Thursday |
|---|---|---|
| Respond to request to show peer how to do something | 0010 | 0101 |

The student responds to requests to show the peer how to do something an average of 3/8 or 38% during a 15 minute period of time.

**D. Special Notes:** Make sure the requests from the social interaction trainer do not interfere with interaction between the peers. Encourage the student to initiate this behavior.

**Level II: The behavior is initiated by the student.**

**A. Suggested age appropriate materials/activities:** Try to use activities or materials that the student is more knowledgeable about then the peer partner or use a new material that the student just learned how to use.

EXAMPLES

| Younger | Older |
|---|---|
| Activity: Playing with wind up toys | Activity: Shooting baskets |
| The student shows the peer partner the new wind up car. Then she shows the peer partner how to wind it up and turn it on. | The peer partners are taking turns shooting baskets. The student gets the peer partner's attention and then shows him how he can "dunk" the ball. |

**B. Considerations for the peer partner:** Have the peer partner show the student how to do things and then encourage the student to show him/her something (e.g., "Hey Joe, see my hook shot? What can you do?"). Encourage the student to show the peer partner how he/she can do new things or to help the peer partner find objects/materials in the classroom. Teach the peer partner how to communicate with the student.

**C. IEP measurement and evaluation:** Use an event recording observational technique. Record how often the target behavior (shows the peer how to do something) occurs during the time period.

EXAMPLE

| | | |
|---|---|---|
| Shows the peer how to do something | Monday<br>11 | Thursday<br>111 |

The student shows the peer partner how to do something an average of 2.5 times during a 15 minute period of time.

**D. Special Notes:** If possible collect data on other targeted social interaction behaviors during the same session.

SG431

**Social Behavior 51** **Requests an answer from a peer.** The student requests (asks) the peer partner a question and expects an answer.

**Level I: The behavior is in response to a request from the social interaction trainer.**

**A. Suggested age appropriate materials/activities:** Use activities that both peers enjoy.

EXAMPLES

| Younger | Older |
|---|---|
| Activity: Playing with the Sno Cone Machine | Activity: Playing darts on velcro dart board |
| The student asks the social interaction trainer "What happened to the flavoring?". The social interaction trainer tells the student to ask the peer partner. | The student asks the social interaction trainer if it's time for lunch. The social interaction trainer tells the student to ask the peer partner. |

**B. Considerations for the peer partner:** Direct any question from the student to the peer partner. Help the peer partner to understand the student if he/she is having problems. Also the peer partner may not have the answer for the student. That's O.K., it's good for the student to know that the peer partner doesn't have the answer for everything. Keep the activity positive and fun!

**C. IEP measurement and evaluation:** Use an event recording observational technique. Record how often the target behavior (responds to a request to request an answer from a peer) occurs and how often the behavior is requested by the social interaction trainer.

EXAMPLE

1 - behavior occurs when requested
0 - behavior does not occur when requested

| Request an answer from peer | Monday | Thursday |
|---|---|---|
| | 0 | 0011 |

The student responds to requests (from the trainer) to request an answer from the peer an average of 2/5 or 40% during a 15 minute period of time.

**D. Special Notes:** Don't let the requests from the social interaction trainer interfere with interaction between the peers. Encourage the student to initiate this behavior (ignore so the student has to ask the peer partner).

SG431

**Level II: This behavior is initiated by the student.**

**A. Suggested age appropriate materials/activities:** Use activities that both peers enjoy. If the activity does not include a variety of interactional opportunities then change the activity often.

EXAMPLES

| Younger | Older |
|---|---|
| Activity: Playing with legos | Activity: Playing frisbee golf |
| The student picks up a piece that is near the peer partner and signs "mine" with a questioning look. The peer partner says and signs "No, mine". | The peers are getting ready to play. The student asks the peer partner "Go?" (i.e., whose turn is it?). The peer partner says "Yours". |

**B. Considerations for the peer partner:** Teach the peer partner to listen or look for questions from the student, especially if the student is nonverbal or still uses alot of prelanguage communication. Encourage the peer partner to request answers from the student, too. This will facilitate some two-way interaction between the peers. Be enthusiastic and make the activity fun for both of the peers.

**C. IEP measurement and evaluation:** Use an event recording observational technique. Record how often the target behavior (requests an answer from a peer) occurs during the time period.

EXAMPLE

| | Monday | Thursday |
|---|---|---|
| Requests an answer from a peer | 111 | ~~1111~~ |

The student requests an answer from the peer partner an average of 4 times during a 15 minute period of time.

**D. Special Notes:** If possible collect data on other targeted social interaction behaviors.

SG431

## SECTION III

## MAKING INTEGRATION WORK AT HOME

Parents and teachers must work together to teach the child with handicaps the skills needed for living and functioning in the least restrictive environment. Some of the benefits of joining together in a partnership are: (1) developing Individual Education Programs (IEP) which include skills that are important at home and in the community as well as at school; (2) implementing the IEP together; (3) sharing information; and (4) providing each other with ideas, support and assistance.

Blackard and Barsh concluded, from a study they conducted with professionals and parents of handicapped children, that professionals need to assess, on an individual basis, the impact of the child with handicaps on the family unit; both in terms of the relationships and the functioning of that unit. They also concluded that there is a need for increased communication between parents and professionals. This section of the manual is based on the research findings of Blackard and Barsh, and information gained from extensive interaction with families who have children with handicaps. The information is intended for parents and teachers of children that are handicapped.

The first chapter, "Integration at Home and in the Community", describes how parents can identify activities their family does together, and ways to include their child with handicaps in these activities. The second chapter, "Siblings of Individuals with Severe Handicaps," is written to help parents identify areas of concern their children may have about their sibling with handicaps.

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In the writing of this section of the book the authors chose to refer to siblings of children with handicaps as "sibling" and children with handicaps as "child." This was done to avoid awkward word formations and to aid in the reader's comfort.

## Chapter 1

## Integration at Home and in the Community

Integrating individuals who are severely handicapped with peers at school, other individuals in the community, and family members at home is an ongoing process. The involvement of the individual's family is essential for successful integration in all of these settings. This is supported by a statement made by Carol Michaelis (1981):

> "What makes the difference [in the child's learning] are things that happen everyday, every time and every year. Some of those things happen away from home, but most of them happen at home. It is the family that makes the difference"

We, too, believe that it is the "family that makes the difference" when integrating children at home and in their community. The purpose of this chapter is to provide parents with a system for identifying areas at home and in the community in which they would like to include their child, as well as some suggestions on how to adapt activities so that their child can participate.

### Identifying Areas For Integration

The easiest method parents can use to identify areas in which to include their child, is to observe their other children or children within the same age range. The types of activities in which they are involved are likely to be the same as (with individual modifications) those in which the child could be included. The **Family Integration Assistance Checklist** (Example 1) was developed to help parents identify activities their family does together and activities in which they would like to include their child. Parents also can indicate areas in which they need additional information (e.g., from the special education teacher, special education director, or other parents of children with handicaps) or adaptive devices that can be used by the child so that he/she can participate in the activity.

Parents should not feel that they must include their child in everything that they do; just as they may not include their other children. However, they should strive

to include their child in the same types of activities in which their other children are involved. One goal of including the child with handicaps in family and community activities is greater freedom and flexibility in the family. It is more likely that a family will engage in community activities, if all of the family members are able to participate.

The checklist is completed by following the directions at the top of each column and filling out the columns accordingly. Extra spaces have been provided for parents to add activities that occur in their homes or in the community. A completed checklist is illustrated in Example 1.

**Adapting for Integration**

The amount of effort it takes for parents to integrate their child at home and in the community will depend on the child's skills. Children with many social and self-help skills clearly will be more easily to included in family activities. Children with few social and self-help skills will be more difficult to include and, generally, the activity will require more adaptations so that the child can participate. For one family, it was no problem to include the child at mealtime; he had started eating dinner with the family when he was 10 months old. However, another family had a difficult time determining how to include their child with severe motor problems, because feeding him a meal required at least an hour. Finally, his parents decided that one of them would feed him most of his meal while the other was fixing dinner for the rest of the family. He was fed the last part of his meal, dessert (his favorite), when the rest of the family ate theirs. In this way he could join the family in at least part of the activity.

There are three basic strategies for adapting situations so that children may be included, rather than excluded, from various activities. These adaptations are: (1) change the format (rules) of the activity; (2) change the way in which the child with handicaps participates in the activity; and (3) use adaptive equipment. Examples of these types of adaptations are shown in Table 1. It is important to use the least

## Example 1

**TEACHING RESEARCH**
**FAMILY INTEGRATION ASSISTANCE CHECKLIST**

| ITEMS | Circle the activities in which your child with handicaps currently participates. | Indicate activities in which you would like to include your child with handicaps. | Indicate areas in which you need assistance (be specific). |
|---|---|---|---|
| 1. What activities does your family do together at home? | (Eat meals) Watch T.V. Play table games Do chores Prepare meals (Read books/ magazines) (Have friends visit) (Go on walks) | Do chores – feed cat<br>Play table games with us. | Hasn't learned any of this – we don't know how she can be included |
| 2. What errands does your family (or parts of the family do together? | (Grocery shop) (Clothes shop) | → hard to do sometimes | She needs something specific to do while we're shopping |
| 3. What activities does your family do together in the community? | (Eat at restaurants) Go to movies Go bowling (Visit friends) Go swimming Go fishing (Visit relatives) (Go on vacations) | O.K. right now | |
| 4. What leisure activities does your child do independently at home? | List: Looks at magazines Plays with musical paper + radio | We need more! | She needs more leisure time skills – ones that are age-appropriate |
| 5. What community activities does your child participate in? | (Play with neighborhood children) Belong to community organizations | Join a community organization | What's available? |

obtrusive changes when adapting activities for children with handicaps. The purpose of the change should be to include the child without emphasizing his/her handicapping condition.

**Obtaining Assistance**

Occasionally, parents will have difficulty thinking of ways in which to change an activity so that their child can participate. This can be marked on the assistance checklist in the column "indicate areas in which you need assistance" (see example 1). This information should be shared with another individual who has had some experience with the same type of problem. Usually this will be the child's classroom teacher. If the teacher is unable to help with a specific problem then perhaps he/she can assist the parents by locating other resources. Resources within the community might include: (1) another parent who has had a similar problem; (2) other professionals who have had experience adapting activities for students with handicaps; and (3) a parent group. Sometimes talking about the problem with another parent will help produce various ideas on how to alter the activity or change the materials so that the child can participate. When a group of parents have a similar concern the teacher should arrange an inservice with an individual who has the expertise in the parents' area of interest.

Generally, areas in which parents are having difficulty integrating their child at home will be the same areas in which the teacher is having difficulty at school. Skills that parents want their child to display in family and community settings will be important skills that their child will need now or in the future. It is possible that the child's school program should include more community training for the child. When this occurs parents should request that these skill areas be included on their child's IEP. For example, Julie, an elementary school aged child with handicaps had few vocalizations and was learning sign language at school. Her parents, who knew sign language, became concerned because Julie was having difficulty communicating with the neighborhood children and at the corner store. Her parents had taught sign language to a number of her friends, but her brother, Sean, had always had to interpret. At Julie's IEP meeting, her parents expressed their concerns. It was indicated that communication was not a problem at school because the teacher and Julie's friends in the classroom used signs that were understood by Julie. Julie's parents requested that

Julie be involved in more activities that included other peers besides her classmates and that she be taught to use a supplemental communication system. After some discussion the teacher agreed. The parents' suggestions were included on Julie's IEP and she was taught, in addition to sign language, to use picture cards (picture of an object and the correct sign) on a notebook ring. She flipped to the picture that conveyed her intended meaning when she was integrated into settings with people who did not understand sign language. The teacher taught the other children and teachers sign language and how to use Julie's picture card system.

Parents should teach respite care workers or babysitters how to include the child in various activities. In this way, the parents will not be the only ones able to take their child on community outings. Hopefully, this will enhance the possibilities for the parents to have some time to themselves.

**Summary**

This chapter describes a checklist that parents can use to determine family activities in which they would like to include their child. It also describes various ways parents can change activities or the ways in which their child participates so that they can be included, rather than excluded, from family activities.

**Table 1**

**Examples of Activity Adaptations**

| Method of Adaptation | Examples |
|---|---|
| Change the format (rules) of the activity. | . One family changed the rules of the card game Fish. Players only had to match the color of the card on top of the discard pile.<br><br>. One of the chores of a child was to feed the family cat. The child's mother always had fed the cat in the morning, however the child was not able to get ready for school, eat breakfast and feed the cat by the time the bus arrived. The mother changed the cat's feeding time to the afternoon.<br><br>. An individual with handicaps wanted to play with his older sister when her friends came over to play basketball. He couldn't dribble or play defense so his sister and her friends decided that they would play a couple games of HORSE (take turns shooting baskets from stationary positions) with him before they played their game. |
| Change the way in which the child with handicaps participates in the activity. | . Alice did not have the ability to play a board game with her family. Her dad included her by having her roll the dice for each player.<br><br>. One family always did their grocery shopping together but it was difficult to include their son with handicaps when he got too big to ride in the grocery cart seat. His younger sister decided he could have the job of pushing the cart (with her guidance). The solution worked perfectly.<br><br>. Jason, an individual with severe cerebral palsy did not appear to enjoy watching T.V. but he did like being near his family. His mom positioned him on the carpet so he could see the T.V. and everybody who was watching it. His mom also gave him some favorite toys he could play with while they watched T.V. In this way he could be near them while they were able to do something they enjoyed. |

**Table 1, cont.**

| Method of Adaptation | Examples |
|---|---|
| Use different (adaptive) equipment/materials. | . A family that liked to attend church together was reluctant to take their son, Joe, because he got bored and talked loudly during the service. The family used a number of different materials (books, calculator, etc.) to keep Joe occupied during the service, but, none of them worked. Consequently, they started leaving him at the babysitters. When his older brother, Sam, got a Walkman for Christmas he put it on Joe. He noticed that Joe became very quiet and listened to the music. Sam suggested that Joe could wear his Walkman during church services. It was a successful solution to the problem.<br><br>. One family did a lot of gardening together and did not know how to include Sara, a family member with handicaps. For awhile she had the responsibility of watering the garden while other family members planted and/or weeded. However, she needed constant monitoring and usually overwatered different parts of the garden. Eventually her dad thought of a solution. He bought her a small watering can that she could use. In that way she still had some responsibility for the garden and worked alongside the rest of the family.<br><br>. A child that had the chore of feeding the family cat had difficulty measuring out the correct amount of cat food. Because of this her mom started buying cat food that came packaged in individual servings. The child then could feed the cat with minimal assistance from her mom.<br><br>. Jill was too big to ride a "Big Wheel" but unable to pedal a tricycle. Her dad cut the pedals and bars off of her brother's old tricycle so she could ride it like a "Big Wheel". |

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## Chapter 2

## Siblings of Individuals with Severe Handicaps

There was a day when physicians told parents to send children (with handicaps) away to institutions. The reason: If they stayed at home, their brothers and sisters would suffer harmful effects (Perske, 1973). Whether or not that statement is true probably depends upon the ways the parents teach the siblings about their brother or sister with handicaps. Frances Grossman (1972) conducted a study of eighty-three college students who had a brother or sister with handicaps to determine the reasons that some students benefited from the experience and others did not. She found that it was the family's definition of the problem that most directly affects the ability of individual members of the family to adjust to a child with handicaps rather than the nature and degree of the handicap itself.

The purpose of this chapter is to describe methods that parents can use to identify areas of concern siblings might have about their brother or sister with handicaps. Also presented are strategies parents can use to help the siblings become more comfortable and accepting of their brother or sister.

### Identifying Concerns and Needs

Different siblings in the family will have different concerns. Some of these concerns are predictable. A sibling's acceptance of a brother or sister with handicaps may become compounded, at times, when the sibling approaches a stressful time in life such as starting or changing schools, or entering puberty. Additional assistance and support from their parents at these times can help the sibling to cope with those changes. For example, siblings entering school for the first time may not know how to explain their brother's or sister's handicapping condition; and, they may be uncomfortable when their school friends meet their sister or brother for the first time. This is not unusual. Once areas of concern are identified, parents can plan ways to help the sibling through these difficult or uncomfortable situations.

Although some siblings indicate their concerns in obvious ways, others may not have concerns, or may not indicate their concerns about their sister or brother to their parents. Siblings who are reluctant to share feelings with their parents about their brother or sister may not do so because they sense that these feelings are unacceptable to their parents. After all, they know that their parents love their sister or brother with handicaps. Also, parents may demonstrate intense concern over issues such as educational programs or medical concerns that pertain only to their child with handicaps. This may contribute to a feeling that it is unacceptable for the sibling to have any thoughts or feelings toward the child that might be interpreted as negative. Parents may have to take more initiative with the siblings to determine that their questions are answered and that they are comfortable with their brother or sister. It also is important for parents to realize that some opposition between siblings is natural and can be expected to occur between their child with handicaps and other children in the family.

A positive way to include siblings in activities with their brother or sister is to utilize them in any specialized training that is required by their brother or sister. This will help the sibling feel important and will help prevent feelings of being "left out". Parents can make the training a family activity and emphasize to the siblings that they are helping their brother or sister learn new skills.

The **Sibling Assistance Checklist** was developed to help parents identify information to share with their children and to identify concerns their children may have about their brother or sister with handicaps. The Checklist is completed by listing the names of the siblings across the top of the form under "siblings". Then the parents answer each item on the checklist for each child. Asking direct or indirect questions (e.g., "Is it O.K. when John is around your friends?") may be a good approach to use to start a discussion with the siblings. A completed Sibling Assistance Checklist is presented in Example 1.

## EXAMPLE 1

**Teaching Research Integration Project**
**Sibling Assistance Checklist**

| Items | Sibling Megan (m) | Sibling Jason (5) | Sibling Lisa (2) | Sibling | Sibling |
|---|---|---|---|---|---|
| 1. Is the sibling comfortable around other children when their sister/brother is present? | yes | Usually - his big sister helps him | yes | | |
| 2. Does the sibling touch (in appropriate context) his/her sister/brother? | yes | yes | She doesn't like John to touch her | | |
| 3. Can the sibling explain their brother's/sister's handicapping condition (seizures, blindness, mental retardation, etc.) to other children? | yes | I need to help him do this | NO - not ready | | |
| 4. Does the sibling use his/her brother's/ sister's mode of communication (sign, communication board, etc.)? | yes | yes - but he needs lots of encouragement | She's learning! | | |
| 5. Does the sibling interact with his/her brother/ sister? | yes | yes | yes | | |
| 6. Does the sibling have a time that you interact only with him/her? | yes | yes | yes | | |

## Providing Information and Assistance to Siblings of Individuals with Handicaps

Parents, as the primary educators of their children can help them learn to be accepting and comfortable with their brother or sister who is handicapped. Some strategies and ideas that parents can refer to when resolving concerns with the siblings are listed in Table 1. This information parallels the items on the Sibling Assistance Checklist. Another source of information for and about siblings of persons with handicaps is the Sibling Information Network Newsletter. The newsletter is published four times a year and includes manuscripts, announcements, and information about siblings as well as other issues related to families of persons with handicaps.

## Summary

Siblings sometimes need help from their parents in learning how to manage having a brother or sister with handicaps. The information in this chapter describes a checklist that parents can use to assist in identifying areas of concern and information the siblings may need about their sister or brother with handicaps. Also included are tables in which potential strategies and activities are presented that parents can refer to when resolving concerns identified on the checklist.

**Table 1**

**Suggestions for Parents**

| Checklist Item | Possible Strategies and Activities |
|---|---|
| 1. Is the sibling comfortable around other children when their sister/brother is present? | . Explain to the sibling how to introduce the child.<br>. Model how to interact with your child that is handicapped when your other children's friends are visiting.<br>. Plan something fun (e.g., have cookies for all of the kids) in which to involve your children and their friends. Show them in a discreet manner how your child is a part of your family.<br>. Prepare the sibling to manage questions from his/her friends.<br>. Encourage the sibling's friends to ask questions. |
| 2. Does the sibling touch (in appropriate context) his/her brother/sister? | . Ask the sibling why he/she doesn't touch the child.<br>. Show the sibling how to touch the child.<br>. Point out how much your child likes it when he/she is touched.<br>. Have the sibling put lotion on the arms or hands of the child. |
| 3. Can the sibling explain their brother's/ sister's handicapping condition (seizures, blindness, mental retardation, etc.) to other children? | . Make sure the sibling understands the child's handicapping condition.<br>. Ask the sibling to explain the child's handicapping conditions to you.<br>. Ask the sibling if he/she wants you to help explain the child's handicapping condition to friends.<br>. Offer to be "around" when the sibling explains the child's handicapping condition to friends so you can help out if needed. |

**Table 1, cont.**

| Checklist Item | Possible Strategies and Activities |
|---|---|
| 4. Does the sibling use his/her brother's/ sister's mode of communication (sign, communication board, etc.)? | . Model <u>how</u> to use the communication system.<br>. <u>Use</u> the communication system.<br>. Explain to the sibling the importance of using the communication system. |
| 5. Does the sibling interact with his/ her brother/sister? | . Show them how to interact with each other.<br>. Use skills your child has and have the children play together using activities that incorporate those skills. For example, have your child ride on the back of a trike with big sister or push the switch to turn on the tape recorder<br>. Set aside a specific time (1 or 2 times a week) that all of your children play together - incorporate skills of your child with handicaps. |
| 6. Does the sibling have a time that you interact only with him/her? | . Set aside times that you interact just with the sibling. Do something special.<br>. Explain that the sibling is just as important and special to you as his/her brother/sister. |
| 7. Does the sibling understand that other children and adults may have questions and make comments concerning their brother/sister with handicaps? Does he/she know how to manage the questions and comments in a rational manner? | . Explain to the sibling that other children and adults may not understand that his/her brother/ sister is handicapped or what that means.<br>. Discuss the kinds of questions or comments people may make concerning your child with handicaps.<br>. Help the sibling think of answers or ways to manage comments from other people.<br>. Offer to support the sibling in situations in which they are uncomfortable. For example, offer to talk to your son's/daughter's 1st grade classmates about your child with handicaps. Point out the ways that your child fits into your family and how your other children interact with him/her. |

**Table 1, cont.**

| Checklist Item | Possible Strategies and Activities |
|---|---|
| 8. Have you discussed with the sibling how your handicapped child's life will progress? | . Explain to the sibling that younger siblings may surpass your child with handicaps.<br>. Explain to the sibling the different classrooms and/or activities in which your child may participate.<br>. Discuss with the sibling where your child will live as an adult.<br>. Discuss with the sibling the role he/she will take in their brother's/sister's life. |

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## APPENDIX A

## Family Integration Assistance Checklist Blank Form

**TEACHING RESEARCH**
**FAMILY INTEGRATION ASSISTANCE CHECKLIST**

| ITEMS | Circle the activities in which your child with handicaps currently participates. | Indicate activities in which you would like to include your child with handicaps. | Indicate areas in which you need assistance (be specific). |
|---|---|---|---|
| 1. What activities does your family do together at home? | Eat meals<br>Watch T.V.<br>Play table games<br>Do chores<br>Prepare meals<br>Read books/ magazines<br>Have friends visit<br>_____<br>_____<br>_____ | | |
| 2. What errands does your family (or parts of the family do together? | Grocery shop<br>Clothes shop<br>_____<br>_____<br>_____ | | |
| 3. What activities does your family do together in the community? | Eat at restaurants<br>Go to movies<br>Go bowling<br>Visit friends<br>Go swimming<br>Go fishing<br>Visit relatives<br>Go on vacations<br>_____<br>_____<br>_____ | | |
| 4. What leisure activities does your child do independently at home? | List:<br>_____<br>_____<br>_____ | | |
| 5. What community activities does your child participate in? | Play with neighborhood children<br>Belong to community organizations<br>_____<br>_____<br>_____ | | |



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## APPENDIX B

**Sibling Assistance Checklist Blank Forms**

**Teaching Research Integration Project**
**Sibling Assistance Checklist**

| Items | Sibling | Sibling | Sibling | Sibling | Sibling |
|---|---|---|---|---|---|
| 1. Is the sibling comfortable around other children when their sister/brother is present? | | | | | |
| 2. Does the sibling touch (in appropriate context) his/her sister/brother? | | | | | |
| 3. Can the sibling explain their brother's/sister's handicapping condition (seizures, blindness, mental retardation, etc.) to other children? | | | | | |
| 4. Does the sibling use his/her brother's/ sister's mode of communication (sign, communication board, etc.)? | | | | | |
| 5. Does the sibling interact with his/her brother/ sister? | | | | | |
| 6. Does the sibling have a time that you interact only with him/her? | | | | | |

| Items | Sibling | Sibling | Sibling | Sibling | Sibling |
|---|---|---|---|---|---|
| 7. Does the sibling understand that other children and adults may have questions and make comments concerning their brother/sister with handicaps? Does he/she know how to manage the questions and comments in a rational manner? | | | | | |
| 8. Have you discussed with the sibling how your handicapped child's life will progress? | | | | | |

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